

Master Your Vocabulary

مهارة اتقان المفردات اللغوية

كيف تتعامل مع كراسة المعاصر لتنمية مهارة اتقان المفردات اللغوية

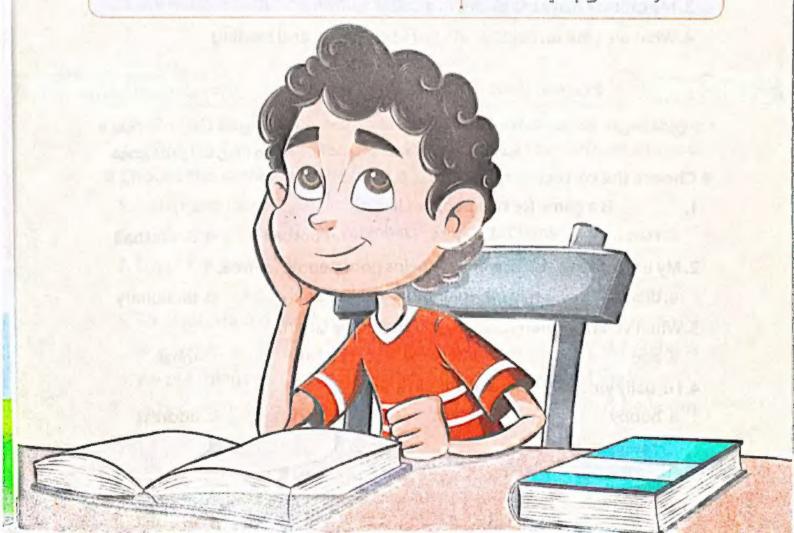


🚺 فلسفة الأعداد :

- تيم أعبداد هيذا الجيزء ليساعدك على تذكر المفردات اللغوية بشكل أسرع وأسهل، ويرتكز على استخدام / استغلال الذاكرة البصرية لديث لحفظ أكبر عدد مين المفردات.
- وللاستفادة القصوى من قدرتك البصريحة تحم اختيار المفردات المحورية لكل درسين في كل وحدة للتدريب عليها.

🕜 كيفية الاستخدام :

- الخطوة الأوليي : اقرا المفردات اللغوية عدة مرات بتأني حتى تنطبع حروف المفردة في ذاكرتك.
- الخطوة الثانيــة : بعـد اداء الخطــوة الأولــي قــم بحـــل التدريب مباشرة لاسترجاع ما تم قراءته
- الخطوة الثالثــة : اتقن واحفظ المفردات اللغويـة جيدًا بطريقتك المعتادة. ثبم قبم باداء التدريب المعد من الاختبارات السابقة وكتاب الطالب وقيم اداؤك لتتأكد من اتقانك للمفردات اللغوية.



Lessons 1 & 2





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| | |

Read the Vocabulary

, الخطوة الأولى : اقرأ المفردات اللغوية.

* يقرأ الطالب هذه الكلمات المحورية في الدرس واللختبارات عدة مرات.

| valuatan | - 1.* | recearch | بحث | chess | شطرنج |
|-----------|--------------|----------|--------------|--------|-------------|
| voluntary | | research | هوايات | female | أنثى |
| twins | توام | hobbies | | | مفكرة يومية |
| interview | مقابلة شخصية | band | فرقة موسيقية | diary | |

ر الخطوة الثانية : تدرب على المفردات اللغوية. Practise your Vocabulary

* يقوم الطالب بأداء تدريب تلقائي على الكلمات السابقة بعد قراءتها.

Complete the following sentences using the words in the box:

twins - interview - hobbies - band - Female

| 1is the opposite of male. |
|--|
| 2. Omar and Ali have the same age. I think they're |
| 3. My brother plays the drums in a |
| 4. What are your favourite? - Swimming and reading |
| |

ر الخطوة الثالثة : اتقن المفردات اللغوية. Master your Vocabulary

* يقوم الطالب بعد التدريب على تلك المفردات المحورية وإتقانها وحفظها، بحل جمل التي قد تكون موضع اختيار (التدريبات مجمعة من الاختبارات السابقة وكتاب الطالب).

| Choose the contra | | | |
|-----------------------|--------------------------|-------------------|---------------|
| 1 is a gam | e for two people. I like | it. | |
| a. Handball | b. Chess | c. Football | d. Basketball |
| 2. My uncle likes | work. He helps p | oor people for fr | ee. |
| a. diary | b. voluntary | c. family | d. dictionary |
| 3. When you have a | /an, you shou | ıld be smart. | |
| a. age | b. interview | c. diary | d. meal |
| 4. I usually write my | daily activities in a/a | ١, | |
| a. hobby | b. ticket | c. diary | d. address |

Lessons 3 & 4

| | - |
|------|---|
| Sten | |
| Deck | |

Read the Vocabulary

ر الخطوة الأولى : اقرأ المفردات اللغوية.

* يقرأ الطالب هذه الكلمات المحورية في الدرس والاختبارات عدة مرات.

| country | دولة | attic | غرفة في السطح | conversation | محادثة |
|-----------|------|----------|---------------|---------------|--------------|
| adventure | | internet | الإنترنت | | قائمة |
| orphan | يتيم | airport | مطار | family member | فرد من الأسر |

ر الخطوة الثانية : تدرب على المفردات اللغوية. Practise your Vocabulary

پقوم الطائب بأداء تدریب تلقائی علی الكلمات السابقة بعد قراءتها.

• Complete the following sentences using the words in the box:

Adventure - orphan - attic - airport - list

- 1. This child is He has no parents.
- 2. My father reached the early. His flight is at 11 a.m.
- 3. My mother wrote me a shopping to buy things.
- stories are my favourite. They are very exciting.

Step

ر الخطوة الثالثة : اتقن المفردات اللغوية. Master your Vocabulary

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- 1. Father and mother are family
 - a. numbers
- b. members
- c. orphans
- d. parties

- 2. Egypt is a great
 - a. city

- b. village
- c. country
- d. town
- 3. All pupils should use theto look for information they want.
 - a. internet
- b. ball
- c. pen
- d. notebook
- 4. We put things we don't need in the, at the top of the house.
 - a. bathroom
- b. attic
- c. kitchen
- d. bedroom

Lessons 5 & 6







Step Read the Vocabulary

, الخطوة الأولى : اقرأ المفردات اللغوية.

پقرأ الطالب هذه الكلمات المحورية في الدرس واللختبارات عدة مرات.

| athlete | لاعب رياضي | balance | يوازن | The Olympics | الألعاب الاولمبية |
|---------|------------|---------|------------|--------------|-------------------|
| gymnast | لاعب جمباز | | يحقق/ ينجز | tips | نصائح |
| diagram | رسم توضیحی | present | يقدم | partner | شريك |

ر الخطوة الثانية : تدرب على المفردات اللغوية. Practise your Vocabulary

پقوم الطالب بآداء تدریب تلقائی علی الکلمات السابقة بعد قراءتها.

Complete the following sentences using the words in the box:

gymnast - diagrams - achieve - present - tips

- 1. A is the person who does gymnastics.
- 2. You should work hard to your goals.
- 3. Our science teacher helps us using many
- 4. Pupils should follow writing to write well.

ر الخطوة الثالثة : اتقن المفردات اللغوية. Master your Vocabulary Step

* يقوم الطالب بعد التدريب على تلك المفردات المحورية وإتقانها وحفظها، بحل جمل التي قد تكون موضع اختبار (التدريبات مجمعة من اللختبارات السابقة وكتاب الطالب).

- 1. Good students shouldtheir study and hobbies.
 - a. work

- b. lose
- c. balance
- d. stay
- 2. Theworks hard to win a medal in the Olympics.
 - a. nurse

- b. athlete
- C. vet
- d. pilot
- 3. I hope to be in the nextand win a medal.
 - a. party

- b. Olympics
- c. holiday
- d. break
- 4. You can make a conversation with your in class.
 - a. part

- b. partner
- c. person
- d. box

a. art

c. social studies

Unit 2 Lessons 1 & 2

| ü. | في الدرس والاختبارات عدة مرا | كلمات المحورية ر | ، يقرأ الطالب هذه الذ |
|---|---|--|-------------------------------------|
| drama a nell his Hales | | bell social studie | جرس |
| tep Practise yo | our Vocabulary وية | على المفردات اللــــــــــــــــــــــــــــــــــ | الخطوة الثانية : تدرب |
| Complete the following | الكلمات السابقة بعد قراءتها | دریب تلقائی علی words in th | يقوم الطالب بأداء ة e box : |
| | | | |
| | typical- maths - time | apie - libiai | , |
| 1. On a holiday, | | | |
| 2. We study numbers an | | | |
| 3. I like going to the | | | -1-1 |
| 4. Look at the to | o know the time of the | English lesso | on today. |
| Rep (3) Master yo | ur Vocabulary a | ن المفردات اللغو | الخطوة الثالثة : اتق |
| | | II sili te cun | |
| فظها، بدل جمل التي قد تكون | مفردات المحورية وإتقائها وحد ختبارات السابقة وكتاب الطالر | | |
| فظها، بدل جمل التي قد تكون | ختبارات السابقة وكتاب الطالا | بات مجمعة من الا | |
| فظها، بدل جمل التي قد تكون ب). | ختبارات السابقة وكتاب الطائر wer from a, b, c or d | וד מجمعة من الا : | موضع اختبار (التدريد |
| فظها، بدل جمل التي قد تكون ب). Choose the correct ans | ختبارات السابقة وكتاب الطائر wer from a, b, c or d | ات مجمعة من الا : ve hear the | موضع اختبار (التدريد |
| فظها، بدل جمل التي قد تكون يا). Choose the correct ans 1. We know it's time for t | ختبارات السابقة وكتاب الطالب w er from a, b, c or d he next lesson when v b. bell C. | ات مجمعة من الا : ve hear the | موضع اختبار (التدرير |
| فظها، بدل جمل التي قد تكون با). Choose the correct ans 1. We know it's time for t a. ball | ختبارات السابقة وكتاب الطالب w er from a, b, c or d the next lesson when v b. bell C. untries in | ات مجمعة من الا : ve hear the | موضع اختبار (التدرير d. hall |
| فظها، بدل جمل التي قد تكون يا. Choose the correct ans 1. We know it's time for t a. ball 2. Pupils study about cor | ختبارات السابقة وكتاب الطالب wer from a, b, c or d the next lesson when v b. bell C. untries in | ان مجمعة من الا : ve hear the bill social studie | موضع اختبار (التدرير d. hall |

b. drama

d. home economics

Lessons 3 & 4

| Step 1 | Read | the ' | Vocabulary |
|--------|-------|-------|------------|
| | Itcud | | |

ر الخطوة اللولى : اقرأ المفردات اللغوية.

پقرأ الطالب هذه الكلمات المحورية في الدرس واللختبارات عدة مرات.

| | | | - ve veloë | motorbike | دراجة بخارية |
|------------|---------------|--------------|--------------|-----------|--------------|
| school uni | زی مدرسی form | school rules | عواعد مدرسیه | inurpov | رحلة |
| cycle | 2-1-1-5-4 | cance - | سرب صوین/یک | 100 | |
| winter | الشتاء | snowmobile | دراجة جليدية | transport | |

ر الخطوة الثانية : تدرب على المفردات اللغوية. Practise your Vocabulary

پقوم الطالب بأداء تدریب تلقائی علی الکلمات السابقة بعد قراءتها.

Complete the following sentences using the words in the box:

school uniform - winter - snowmobiles - canoe - journey

- 1. Pupils of primary school should wear their
- 2. You can cross the canal using a
- 3. People use in areas of heavy snow.
- 4. It's very cold in in Egypt.

ر الخطوة الثالثة : اتقن المفردات اللغوية. Master your Vocabulary بالخطوة الثالثة : اتقن المفردات اللغوية .

* يقوم الطالب بعد التدريب على تلك المفردات المحورية وإتقانها وحفظها، بحل جمل التي قد تكون موضع اختبار (التدريبات مجمعة من اللختبارات السابقة وكتاب الطالب).

- 1. Some children in Egyptto school.
 - a. stay

- b. live
- c. take
- d. cycle
- 2. Theto Aswan was very good. It was exciting.
 - a. journey
- b. clothes
- c. ship
- d. board
- 3. It's dangerous for children to ride They are very fast.
 - a. buses

- b. motorbikes
- c. bikes
- d. trains

- 4. Buses, trains and cars are means of
 - a. rules

- b. transport
- c. subjects
- d. colours

Lessons 5 & 6

| Step (| Read | the | Vocabu | lary |
|--------|------|-----|--------|-------|
| orch / | Read | the | Vocabu | iai y |

ر الخطوة الأولى : اقرأ المفردات اللغوية.

* يقرأ الطالب هذه الكلمات المحورية في الدرس واللختبارات عدة مرات.

| world | العالم | preparatory | إعدادي | quite | إلى حد ما |
|--------|-------------------------|-------------|-------------|------------|-----------|
| put on | | message | رسالة | project | مشروع/بحث |
| grade | <u>یرسی</u> صف دراسی | | دش / إستحما | possession | ملكية |

ر الخطوة الثانية : تدرب على المفردات اللغوية . Step ② Practise your Vocabulary

* يقوم الطالب بأداء تدريب تلقائي على الكلمات السابقة بعد قراءتها.

• Complete the following sentences using the words in the box:

puts on - grade - message - shower - preparatory

- 1. What are you in ? Prep one.
- 2. Ali sent me a to tell me about the meeting.
- 3. When I get up, I have a
- 4. Hassan his school uniform at seven a.m.

ر الخطوة الثالثة : اتقن المفردات اللغوية. Master your Vocabulary . الخطوة الثالثة : اتقن المفردات اللغوية .

* يقوم الطالب بعد التدريب على تلك المفردات المحورية وإتقانها وحفظها، بحل جمل التي قد تكون موضّع اختبار (التدريبات مجمعة من الاختبارات السابقة وكتاب الطالب).

- 1. Egypt is a big country in the Arab
 - a. culture
- b. transport
- c. world
- d. village
- 2. You should take all yourwith you before you leave.
 - a. possessions
- b. subjects
- c. rules
- d. languages

- 3. I will do aon pollution next week.
 - a. tip

- b. project
- c. chess
- d. message
- 4. Ahmed isshort. He can't play basketball.
 - a. quiet

- b. quite
- c. quit
- d. quick

Lessons 1 & 2



Step Read the Vocabulary

ر الخطوة الأولى : اقرأ المفردات اللغوية

* يقرأ الطالب هذه الكلمات المحورية في الدرس والاختبارات عدة مرات.

| blond hair | شعر أشقر | moustache | شارب (شنب) | friendly | ودود |
|---------------|--------------|-------------|------------|----------|--------|
| straight hair | شعر غير مجعد | sports star | نجم رياضي | _ | ضعيف |
| curly hair | شعر مجعد | | | fans | مشجعين |

ر الخطوة الثانية : تدرب على المفردات اللغوية. Practise your Vocabulary

* يقوم الطالب بأداء تدريب تلقائي على الكلمات السابقة بعد قراءتها.

Complete the following sentences using the words in the box:

curly hair - moustache - beard - friendly - fans

- 1. Salah has His hair isn't straight.
- 2. The is the hair that grows on a man's cheek and chin.
- 3. My aunt is very She always gives me presents.
- 4. Mohammed Munir has a lot of Many people like his songs.

Step

ر الخطوة الثالثة : اتقن المفردات اللغوية. Master your Vocabulary

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- 1. The hair growing over the man's mouth is called
 - a. feature
- b. beard
- c. mouse
- d. moustache

- Salah is a famousstar.
 - a. sport

- b. sports
- c. sporting
- d. sporty
- 3. Her hair is It's very light brown colour.
 - a. bold

- b. blond
- c. curly
- d. long
- 4. A baby bird is very It can't fly for many days.
 - a, strong
- b. tall
- c. weak
- d. dark

Unit 💈

Lessons 3 & 4

| _ | 1 | |
|-------|---|--|
| Sten | | |
| occb. | | |

Read the Vocabulary

ر الخطوة الأولى : اقرأ المفردات اللغوية.

* يقرأ الطالب هذه الكلمات المحورية في الدرس واللختبارات عدة مرات.

| dangerous | خطير | queen | ملكة | sensible | عاقل/حكيم |
|------------|------|-----------|--------|-----------|-----------|
| frightened | | strange | غريب | scary | مخيف |
| brave | شحاع | adventure | مغامرة | decisions | قرارات |

ر الخطوة الثانية : تدرب على المفردات اللغوية. Practise your Vocabulary

* يقوم الطالب بأداء تدريب تلقائي على الكلمات السابقة بعد قراءتها.

© Complete the following sentences using the words in the box:

dangerous - brave - frightened - queen - strange

- 1. A person is happy to do something dangerous.
- 2. The woman who rules a country is called a
- 3. Ali is very..... of dogs.
- 4. Wonderland was a place, but it was interesting.

ر الخطوة الثالثة : اتقن المفردات اللغوية. Master your Vocabulary الخطوة الثالثة : اتقن المفردات اللغوية.

 پقوم الطالب بعد التدریب علی تلك المفردات المحوریة وإتقانها وحفظها، بحل جمل التی قد تكون موضع اختبار (التدریبات مجمعة من الاختبارات السابقة وكتاب الطالب).

- 1. Ayman is very...... . He takes good decisions.
 - a. sense

- b. brave
- c. sensible
- d. strange

- 2. Alice had a lot ofin Wonderland.
 - a. adverbs
- b. adventures
- c. adjectives
- d. addresses
- 3. Lions areanimals. We can't keep them at home.
 - a. nice

- b. scary
- c. quiet
- d. thin
- 4. I ask my parents before taking important
 - a. information
- b. news
- c. decisions
- d. diaries

Lessons 5 & 6







| Ste | |
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| | |

Read the Vocabulary

, الخطوة الأولى : اقرأ المفردات اللغوية.

* يقرأ الطالب هذه الكلمات المحورية في الدرس واللختبارات عدة مرات.

| playground | , ele | problem | مشكلة | connect | يربط/يتصل |
|------------|--------------------|---------|----------|------------|-----------|
| | منعب کرسی متحرك | - | <u> </u> | discuss | يناقش |
| | | | عاصفة | remember | يتذكر |
| appearance | مظهر | storm | عاصمه | Tellicinos | |

ر الخطوة الثانية : تدرب على المفردات اللغوية. Practise your Vocabulary

* يقوم الطالب بأداء تدريب تلقائي على الكلمات السابقة بعد قراءتها.

© Complete the following sentences using the words in the box:

wheelchair - appearance - storm - playground - secret

- 1. People who can't walk use a to move.
- 2. You should look after your well.
- 3. Don't tell people about your personal information. It's a.....
- 4. Young boys play football in the

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- 1. When I have a....., I should talk to my parents.
 - a. classroom
- b. problem
- c. playground d. storm
- 2. The teacher asked us tothe lesson with each other.
 - a. miss

- b. discuss
- c. press
- d. dress

- 3.is the opposite of forget.
 - a. Lose

- b. Remember
- c. Talk
- d. Learn

- 4. There's strong wind. It's a big
 - a. sky

- b. sun
- c. storm
- d. rain



Lessons 18 2

| | Step | 1 |
|--|------|---|
|--|------|---|

Read the Vocabulary

ر الخطوة الأولى : اقرأ المفردات النفوية.

* يقرأ الطالب هذه الكلمات المحورية في الدرس واللختبارات عدة مرات.

| سبورة بيضاء whiteboard | tablet | كمبيوتر لوحي | رينقر click |
|--|--------|-----------------|--------------------------|
| laptop کمبیوتر محمول | | ينقر على أيقونه | رسالة نصية text message |
| يلتقط صورة take a selfie باستخدام الكاميرا الأمامية | charge | يشحن | MP3 player مشغل الموسيقى |

ر الخطوة الثانية : تدرب على المفردات اللغوية Practise your Vocabulary الخطوة الثانية : تدرب على المفردات اللغوية

* يقوم الطالب بأداء تدريب تلقائي على الكلمات السابقة بعد قراءتها.

• Complete the following sentences using the words in the box :

Click - charge - selfie - player - laptop

- 1. Ais a photo you take of yourself.
- 2. Salma has got a new MP3
- I can't use my mobile phone, I need to.

• الخطوة الثالثة : اتقن المفردات اللغوية Master your Vocabulary

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- © Choose the correct answer from a, b, c or d :
 - 1. Mr Khalid writes clearly on the classroom
 - a. printer
- b. whiteboard
- c. charger
- d. desk
- 2. Youssef is sending a/anmessage to his mother now.
 - a, selfie

- b. icon
- c. text
- d. test

- the icon on your mobile phone.
 - a. Stir

- b. Get
- c. Call
- d. Tap
- 4. My son likes playing video games on my
 - a. fridge
- b. laptop
- c. printer
- d. whiteboard



Lessons 3 & 4

| Step (1) | Read | the | Vocabulary |
|----------|------|-----|------------|
| | | | |

ر الحطوة الثولي ؛ افرا الممردات اللغوية

* بقرأ الطالب هذه الكلهات المحورية في الدرس والاختبارات عدة مرات.

| nature | website الطبيعة | technology موقع | |
|-----------|---------------------------|------------------|-------|
| lunchtime | بـــ put up وقت الغذاء | park يرفع | منتزه |
| sunny | wave | eagle يلوح ببديه | لنسر |

ر الخطوة الثانية . بدرت على المفردات اللغوية Practise your Vocabulary والخطوة الثانية . بدرت على المفردات اللغوية

* يقوم الطالب بأداء تدربت تلفائي على الكلمات السائمة بعد فراءتها

Complete the following sentences using the words in the box:

put up - lunchtime - sunny - website - eagle

- 1. A large bird that can fly high and see very well is called a/an
- 2. We have rice and fish at
- has really useful information about nature. 3 This
- 4. I hope it will be tomorrow.

Sten

* يقوم الطالب بعد الأدريب على بلك المفردات المحورية وانقائها وحفظها. بدل جمل التي قد تكون موضع اختيار (التدريبات محمعة من الاحتيارات السابمة وكباب الطالب)

- · Choose the correct answer from a, b, c or d:
 - 1. Adel loves birds, trees and flowers. He loves
 - a. insects
 - c. technology d. matches b. nature
 - 2. When we say goodbye to someone, we to him with our hands.
 - b. move a. call
- c. wave
- d. give
- 3. Computers, TVs and mobile phones are examples of
 - a. passwords
- b. technology
- c. games
- d. nature
- 4. Children run and play football in the
 - a. park

- b. cinema
- c. theatre
- d. classroom



Lessons 5 & 6



Step Read the Vocabulary

ر الخطوة الأولى : اقرأ المفردات اللغوية.

* يقرأ الطالب هذه الكلمات المحورية في الدرس واللختبارات عدة مرات.

| password | كلمة السر | without | بدون | instructions | تعليمات ِ |
|----------|------------|---------|------------------|--------------|-----------|
| personal | شخصی | | يغلى | stay safe | يبقى آمنا |
| popular | شائع/مشھور | | غلاية (كهربائية) | sugar | سکر |

ر الخطوة الثانية : تدرب على المفردات اللغوية Practise your Vocabulary الخطوة الثانية : تدرب على المفردات اللغوية

* يقوم الطالب بأداء تدريب تلقائي على الكلمات السابقة بعد قراءتها.

Complete the following sentences using the words in the box:

sugar - stay - boil - password - popular

- 1. To make tea, you have to..... water.
- 2. Keep your secret.
- 3. It is very important to safe online.
- 4. When you put in your tea, stir it.

Master your Vocabulary الخطوة الثالثة النفن المفردات اللعوبه

* يقوم الطالب بعد التدريب على تلك المفردات المحورية وإتقانها وحفظها. بحل جمل التي قد تكون موضع اختبار (التدريبات مجمعة من الاختبارات السابقة وكتاب الطائب).

- 1. I filled the with water and switched it on to make tea.
 - a. cattle
- b. kettle
- c battle
- d. bottle
- 2. Football is the most game in the world.
 - a, boring
- b. dangerous
- c. difficult
- d. popular
- 3. The bank made someto make people safe inside it.
 - a. instructions
- b. sports
- c. games
- d. hobbies
- 4. Don't tell anyone about your information.
 - a. personality
- b. person
- c. personal
- d. personally



Lessons 1 & 2

c. Waterfall

c. lake

c, cave

d. Jungle

d. beach

d. river

| Step Read the | Vocabulary س واللختبارات عدة مرات | الله الله | هذه الكلمات المدم | * يقرأ الطالب |
|---|--|--|--|-----------------------------|
| ů. | ى والاختبارات عدة مرات | يه مي الدرد | 9.50 | صحراء |
| waterfall شلال | | رمل ننمت ب | desert mountain | حبر، جبل |
| cave | P. C | ا فرهه جنوي ا أدغال | | بحيرة |
| sandcastle قلعة من الرمال | jungle | - UES | TORC | |
| • Complete the following sandcast! | | | | |
| You can find a lot of can. A large hole inside a r. My family had a . | amels in the mountain is called | | - mountain . day. | |
| You can find a lot of ca A large hole inside a r | amels in the mountain is called in Al Azhar Pa | l a rk yester | | |
| 1. You can find a lot of can | amels in the nountain is called in Al Azhar Pa on the be ur Vocabulary المحورية واتقانها وحادة السابقة وكتاب الطال | ا a rk yester each. اللغوية المفردات من الاختبارات | day. لثة : اتقن المفردات ب بعد التدريب على ت | * يقوم الطالا |
| 1. You can find a lot of can | amels in the nountain is called in Al Azhar Pa on the be ur Vocabulary المحورية واتقانها وعالما وعالما لهذه wer from a, b, c o | ا a rk yester each. اللغوية المفردات من الاختبارات or d: | طقة : ا <mark>تقن المفردات</mark> ب بعد التدريب على تا ر (التدريبات مجمعة د | * يقوم الطالا |
| You can find a lot of can find a l | amels in the nountain is called in Al Azhar Pa on the be ur Vocabulary المحورية واتقانها وعالما وعالما لهذه wer from a, b, c o | ا a rk yester each. اللغوية المفردات من الاختبارات or d: | day. ي <mark>ثة : اتقن المفردات</mark> ب بعد التدريب على ت ر (التدريبات مجمعة د | « يقوم الطالد موضع اختبا |

3. The is a large natural area of water, with land all around.

4. When Samy was ten, he went to Siwa and climbed a

b. river

b. tent

a. Mountain b. Lake

a. sea

a. mountain

16



Lessons 3 & 4



Step Read the Vocabulary

ر الخطوة الأولى : اقرأ المفردات اللغوية.

* يقرأ الطائب هذه الكلمات المحورية في الدرس واللختبارات عدة مرات.

| view | منظر طبيعي | camp | يعسكر / معسكر | holiday flat ازة | شقة لقضاء أج |
|--------|------------|----------|---------------|------------------|--------------|
| flag | علم | souvenir | هدية تذكارية | advertisement | إعلان |
| castle | قلعة | dolphin | دولفين | market | سوق تجاري |

ر الخطوة الثانية : تدرب على المفردات اللغوية Practise your Vocabulary الخطوة الثانية : تدرب على المفردات اللغوية

* يقوم الطالب بأداء تدريب تلقائي على الكلمات السابقة بعد قراءتها.

• Complete the following sentences using the words in the box:

flag - view - Dolphins - camp - castle

- 1. To is to sleep in a tent in the desert.
- 2.....are friendly sea animals.
- 3. There's a beautiful by the lake.
- 4. Egypt's is red, black and white.

، الخطوة الثالثة : اتقن المفردات اللغوية. Master your Vocabulary . الخطوة الثالثة : اتقن المفردات اللغوية

* يقوم الطالب بعد التدريب على تلك المفردات المحورية وإتقانها وحفظها، بحل جمل التي قد تكون موضع اختبار (التدريبات مجمعة من الاختبارات السابقة وكتاب الطالب).

- 1. A is a big, strong building from the past.
 - a. flat
- b. castle
- c. bank
- d. library
- 2. A is something you buy to remember a place.
 - a. camp
- b. souvenir
- c. view
- d. flag

- 3. Ais a place to stay for a holiday.
 - a. restaurant
- b. holiday flat
- c. bank
- d. shop
- 4. People can find jobs in in newspapers.
 - a. letters
- b. articles
- c. pictures
- d. advertisements

Lessons 5 & 6

Step Read the Vocabulary

ر الخطوة الأولى : اقرأ المفردات اللغوية.

يقرأ الطالب هذه الكلمات المحورية في الدرس والاختبارات عدة مرات.

| | | | | cionature | توقيع |
|-----------|---------------|-------------------------|-------------|-----------|--------|
| hoat trin | محلة بالقليب | the Valley of the Kings | وادي الملوك | Signature | Car Ju |
| Dout trip | رحمه بالمارب | the valley of the range | 18.1 | +ickats | تذاكر |
| snails | a alaa | Eiffel Tower | برج إيقل | tickets | |
| Silalis | سوسع | Elliet lower | - 10 | theatra | مسرح |
| sian | لافتة / علامة | postcard | حارت بريدي | theatre | |
| | | DOSCUIA | | | |

ر الخطوة الثانية : تدرب على المفردات اللغوية Practise your Vocabulary الخطوة الثانية : تدرب على المفردات اللغوية

* يقوم الطالب باداء تدريب تلقائي على الكلمات السابقة بعد قراءتها.

• Complete the following sentences using the words in the box:

boat trip - snails - sign - Kings - theatre

- 1. In Paris, Late many new things like
- 2. We visited the Valley of the in Luxor.
- 3. My family had a on the Nile.
- 4. The says "Turn left".

ر الخطوة الثالثة : العن المفردات الدعود عروبالله عنه Master your Vocabulary عنوبالمفردات العاملات

* يقوم الطالب بعد التدريب على تلك المفردات المحورية واتقانها وحفظها، بحل جمل التي ق<mark>د تكون موضع اختبار (التدريبات مجمعة من الاختبارات السابقة وكتاب الطالب)</mark>

- 1. Samy wants to visit the Eiffel in France.
 - a. Tower
- b. Bank
- c. Zoo
- d. Garden
- 2. You should write your at the end of the e-mail.
 - a. address
- b. title
- c. signature
- d. age
- 3. The train leaves at 8 a.m., so she is going to the station to buy
 - a. tickets
- b. presents
- c. food
- d. pens
- 4. I have a ticket to see a new play at the
 - a. house
- b. theatre
- c. museum
- d. airport



Lessons 1 & 2



Step Read the Vocabulary

ر الخطوة الأولى : اق<mark>رأ المفردات اللغوية.</mark>

* يقرأ الطالب هذه الكلمات المحورية في الدرس واللختبارات عدة مرات.

| fridge | ثلاجة | teaspoon | ملعقة شاي | recipe | وصفة طمي |
|-----------|-----------|----------|-----------|----------|----------|
| coconut | جوز الهند | | يضيف | cinnamon | قرفة |
| olive oil | زیت زیتون | raisins | زبيب | stir | يقلب |

ر الخطوة الثانية : تدرب على المفردات اللعوبة Practise your Vocabulary

* يقوم الطالب بأداء تدريب تلقائي على الكلمات السائفة بعد قراءتها.

• Complete the following sentences using the words in the box:

cinnamon - fridge - Olive - add - Raisins

| 1 | | We | keep | food | in | the |
|---|--|----|------|------|----|-----|
|---|--|----|------|------|----|-----|

- 2.oil is healthy for all people.
- 3. If you five to eight, you get thirteen.
- 4.are dried grapes.

Step

* يقوم الطالب بعد التدريب على تلك المفردات المحورية وإتقانها وحفظها، بحل جمل التي قد تكون موضع اختبار (التدريبات مجمعة من الاختبارات السابقة وكتاب الطالب).

- - a. cups
- b. glasses
- c. teaspoons
- d. pots
- 2.is used in most desserts. It's tasty.
 - a. Bean
- b. Coconut
- c. Salt
- d. Rice
- 3. Can you tell me the for chocolate cake, mum?
 - a. view
- b. recipe
- c. teaspoon
- d. saucepan

- 4. is not an ingredient.
 - a. Stir
- b. Nut
- c. Fish
- d. Rice



Lessons 3 & 4

Step P Read the Vocabulary

، الخطوة الأولى : <mark>اقرأ المفردات اللغوية</mark>

يقرأ الطالب هذه الكلمات المحورية في الدرس واللختبارات عدة مرات.

| | | | | 1 1 4 | to take 1 |
|--------------|-------------|-----------|----------|-------------|-----------|
| chicken pizz | ستزا دحاج ع | chocolate | شيكولاتة | weight | وزن |
| fizzy drinks | | | بصل | tagine | طاجن |
| Snacks | وجبات خفيفة | | مكرونة | traditional | رتقلیدی |

ر الخطوة الثانية : تدرب على المفردات اللغوية Practise your Vocabulary الخطوة الثانية : تدرب على المفردات اللغوية

* يقوم الطالب بأداء تدريب تلقائي على الكلمات السابقة بعد قراءتها.

Complete the following sentences using the words in the box:

chicken pizza - fizzy drinks - snacks - onions - pasta

- 1. Fruit juice is more healthy than
- 2. Pupils like to have at school.
- 3. Koshari includes rice and
- 4. Most foods include Chefs like using it.

ر الخطوة الثالثة : انقن المعردات اللعوية Master your Vocabulary

* يقوم الطالب بعد التدريب على تلك المفردات المحورية وإتقانها وحفظها. بحل جمل التي قد تكون موضع اختبار (التدريبات مجمعة من الاختبارات السابقة وكتاب الطالب).

Choose the correct answer from a, b, c or d :

- 1. What is the of this bag? It's 4 kg.

 - b. weight a. heavy
- c. colour
- d. kind

- 2. is a popular dish in Morocco.
 - a. Koshari

a. meat

- b. Tagine
- c. Pizza
- d. Kapenta

- 3. Most children like
- . It has a sweet taste.
- b. tagine
- c. chocolate
- d. pasta

- 4. Koshari is a meal in Egypt.
 - a. traditional
- b. bad
- c. terrible
- d. sweet



Lessons 5 & 6

| S | te | p | |
|---|----|---|--|
| | | | |

Read the Vocabulary

ر الخطوة الأولى : ا<mark>قرأ المفردات اللغوية</mark>.

* يقرأ الطائب هذه الكلمات المحورية في الدرس واللختبارات عدة مرات،

| | | | | | 1 117 |
|----------|----------------|---------|------------|---------|-----------|
| customer | زبون | menu | قائمة طعام | details | تفاصيل |
| bread | | basbusa | بسبوسة | review | مقال نقدى |
| waiter | جرسون جرسون | | يطلب / طلب | fresh | طازج |
| VVaite | 03-5- | | | | |

ر الخطوة الثانية - تدرِب على المفردات اللغوية. Practise your Vocabulary

* يقوم الطالب بأداء تدريب تلقائي على الكلمات السابقة بعد قراءتها.

Complete the following sentences using the words in the box:

customers - bread - waiter - menu - Basbusa

- 1. The helps people in the restaurant.
- 2. This café is popular. It has a lot of
- 3. Give me the please to choose my favourite meal.
- 4.has a lot of sugar.

رِ الخطوة الثالثة : اتقن المفردات اللغوية. Master your Vocabulary ِ

 * يقوم الطالب بعد التدريب على تلك المفردات المحورية وإتقانها وحفظها، بحل جمل التي قد تكون موضع اختبار (التدريبات مجمعة من الاختبارات السابقة وكتاب الطالب).

- 1.vegetables and fruits are good for you.
 - a. Bad
- b. Terrible
- c. Fresh
- d. Old
- 2. Are you ready to , sir ? Yes, I'd like a cheese pizza.
 - a. cook
- b. menu
- c. order
- d. review
- 3. The policeman asked the man about the of the thief.
 - a. details
- b. sweets
- c. walls
- d. drinks
- 4. This film looks exciting. I read a about it in the magazine.
 - a. note
- b. review
- c. name
- d. colour



🕜 مّیم نفسك من حیث :

٢. احتيار المفردات اللغوية المناسبة

٢. التمجي وعلامات الترقيم المناسبة

١. تنظيم وترابط الأفكار،

والقواعد اللغوية.

(أتبع الحطوات التالية :

العط وه المولي. تهيئة الطالب للتعامل مع مهارة الكتابة لكل وحدة والتدرب على المفردات اللعوية للوحدة.

البطوة التامية : التدرب على القواعد اللغوية للوحدة.

الدينا وه البياد على التدرب على تكملة شبكة أفكار لتكوين جمل للكتابة

الحظ وه الرالا ، ع تكوين شبكة افكار خاصة بالطالب

الدطود الدارات كتابة فقرة إنشائية





How to write:

کیف تکتب :

Unit My family and me

| Step (1) | Warm |
|----------|------|
|----------|------|

ر الخطوة الأولى : تهيئة الطالب للكتابة

« يقوم الطالب باسترجاع المفردات اللغوية الهامة من خلال توصيل المفردات اللغوية بتعريفاتها.

- You have studied these words in Unit 1 about: Family and work life A sports woman / Gymnastics
 - 🗢 لقد درست هذه المفردات اللغوية في الوحدة الأولى عن : العائلة والحياة العملية
- Read and match the words with their meanings.

Up

| 1. chess | a. brothers or sisters are the same age |
|-------------------|--|
| 2. band | b. it is work you do for no money |
| 3. drums | c. it is a game for 2 people |
| 4. twins | d. it is a group of people who play music together |
| 5. voluntary work | e. these are musical instruments which you hit to make noise |
| 6. orphan | f. the top room in a house |
| 7. attic | g. a child with no mother or father |
| 8. train | h. a sport which has a lot of different skills |
| 9. gymnast | i. practise a sport |
| 10. gymnastics | j. a person who does gymnastics |

, الخطوة الثانية : التدرب على القواعد اللغوية Grammar Practice , Step 2

* يقوم الطالب بالتدرب على القواعد اللغوية الخاصة بالوحدة التي تمكنه من مهارة الكتابة.

زمن المضارع السيط Present Simple Tonses

| Marie Control of the | Annhad Cros | пшфі Базз. С-) |
|---|---|--|
| Affirmative statement الجملة الخبرية المثبتة | Negative statement الجملة الخبرية المنفية | Yes / No questions الجمل الاستفهامية |
| (I / You / They / We) work hard. | (I / You / They / We) don't work hard, | Do (I/you/they/we) work hard? - Yes, + فاعل + do. - No, + فاعل + don't. |
| (He/She) works hard. | (He/She) doesn't work hard. | Does (he / she) work hard? – Yes, + فاعل + does. – No, + ناعل + doesn't. |

© Circle the correct word:

- 1. We play / plays football.
- 2. Do / Does he love English?
- 3. She have / has breakfast with her family.
- 4. Maher and his brother always wark / walks to school.

Whiting Practice

، الخطوة البائية التدرب على الكيابة

* يقوم الطالب بتكملة شبكة الأفكار المعطاة له باستخدام المفردات والقواعد اللغوية التي درسها في الوحدة.

: Choose and complete the idea web:

trains – gymnastics – gymnast – busy

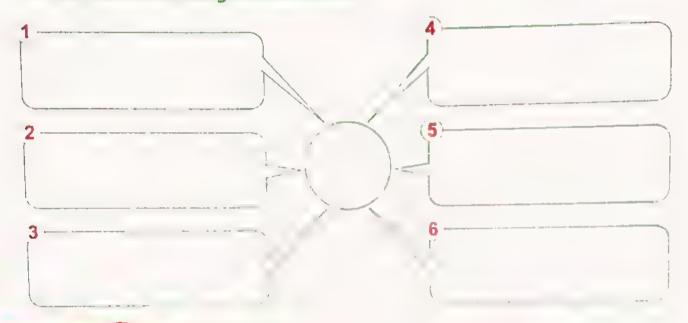




ر الخطوة الرابعة : شبكة أفكار للكتابة.

* يقوم الطالب بتكوين شبكة الأفكار الخاصة به (تكوين جمل) بإستخدام المفردات والقواعد اللغوية التي درسما.

Make your idea web about: The best person in your family.
 Write sentences using the idea web.



Stap 5 Your writing

ر الخطوة الخامسة : كتابة موضوعك

| به موصوع إنساني. | * بعد الحصوات التقابقة يحول الصائب فادرا على كتا |
|---|--|
| Look at your idea web in step 4, th | nen write your paragraph. |
| ************************************** | |
| | |
| *************************************** | |
| | |
| | |
| | |
| | |
| Writing check | بعد كتابة الفقرة، قيم نفسك. |
| - Organization التنظيم | Spelling التهدي |
| - Relevance of ideas نزانط الأمكار | - Punctuation marks علامات الترقيم |
| - Choice of vocabulary الممردات الأعوية | - Grammar âyacılı əcigâli |

Unit a lt's my favourite subject

| Step (1) | Warm | Up |
|----------|------|----|
| A C C P | | up |

ر الخطوة الأولى تهيئة الطالب للكتابة

* يقوم الطالب باسترجاع المفردات اللغوية الهامة من خلال توصيل المفردات اللغوية بتعريفاتها.

You have studied these words in Unit 2 about:

A typical day in your life / Rules you follow at school / Your favourite subject ي لقد درست هذه المفردات اللغوية في الوحدة الثانية عن :

يوم نموذجي في حياتك / قواعد تتبعها في المدرسة / مادتك الدراسية المفضلة

Read and match the words with their meanings.

| 1. Arabic | a. we learn about numbers in this lesson |
|---------------|--|
| 2 art | b. it is the language of Arab countries |
| 3. typical | c. we paint and draw in this lesson |
| 4. playground | d. usual or regular |
| 5. () maths | e. a place outside where children at school can play |
| 6. bell | f. a large room where people can meet together |
| 7. break | g. a place where you can borrow or read books |
| 8. cycle | h. something that makes noise when you ring it |
| 9. hall | i. ride a bicycle |
| 10. library | j. the time at school when you do not have lessons |

ر الخطوة الثانية : التدرب على القواعد اللغوبة Grammar Practice ر

يقوم الطالب بالتدرب على القواعد اللغوية الخاصة بالوحدة التي تمكنه من مهارة الكتابة

| Adverbs of | Frequency | ظروف التكرار : |
|------------|--|--------------------------|
| Subject + | always ***** usually **** often *** sometimes ** never | + inf. / inf. + s,es,ies |
| | never | |

Ocircle the correct word:

- 1. It is never/often very hot in summer.
- 2. We always / never speak English during our English lessons.
- 3. We never / sometimes go to school on Fridays.

| ~ | _ |
|-----|---|
| Ste | |
| | |

Writing Practice

ر الخطوة الثالثة : التدرب على الكتابة

* يقوم الطالب بتكملة شبكة الأفكار المعطاة له باستخدام المفردات والقواعد اللغوية التي درسها في الوحدة.

• Choose and complete the idea web:

follow - unkind - carefully - uniform - up - never

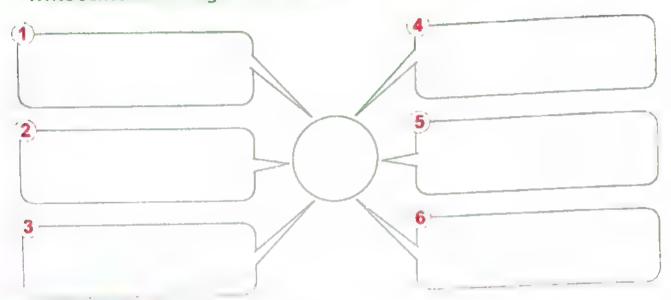
| we always wear our school | | we listen to our teacher. |
|--|------------|--|
| we don't say things to other students. | At school, | we forget our notebooks or pencil cases. |
| I put my hand when I want to ask a question. | Y | we all the rules. |

Step 4 Your idea web

ر الخطوة الرابعة : شبكة أفكار للكتابة.

* يقوم الطالب بتكوين شبكة الأفكار الخاصة به (تكوين جمل) باستخدام المفردات وا<mark>لقواعد ال</mark>لغوية

 Make your idea web about : Your favourite subject. Write sentences using the idea web.



Your writing

ر الخطوة الخامسة . كتابة موضوعك

| قادرًا على كتابة موضوع إنشائي. | * بعد الخطوات السابقة يكون الطال ب |
|---|---|
| Look at your idea web in step 4, then write | |
| | |
| | |
| | *************************************** |
| | |
| | . , , , , , , , , , , , , , , , , , , , |
| | |
| *************************************** | |
| -A-TV-O-Green Brown Brown | باسفار مرة قرة الأفراد |

| V&W | ritin | gaci | 160 | 1 |
|-----|-------|------|-----|---|
| _ | | | | |

- Organization நம்பரி
- Relevance of ideas نرابط اللمكار
- Choice of vocabulary احتيار الممردات اللعوية
- Spelling النهدي
 - Punctuation marks علامات الترقيم
 - Grammar فيودنا عداوما

Unit 🗟

Different People

Step Warm up

ر الخطوة الأولى : تهيئة الطالب للكتابة

* يقوم الطالب باسترجاع المفردات اللغوية الهامة من خلال توصيل المفردات اللغوية بتعريفاتها.

You studied these words in unit 3 about:

A famous children's story / A review on your favourite book / Your favourite story book / A description of your favourite person

🗅 لقد درست هذه المفردات اللغوية في الوحدة الثالثة عن :

قصة أطفال مشهورة / نقد لكتابك المفضل / كتاب القصة المفضل لديك / وصف الشخص المفضل لديك • Read and match the words with their meanings.

| Read and match the words with their meanings. | | |
|---|---|--|
| 1. c scary | a. hair that grows on man's face or chin | |
| 2. beard | b. yellow or light brown | |
| 3. brave | c. something that makes you feel frightened | |

- 4. blond d. not easily frightened
- 5. character e. hair that has turns
- 6. clever f. thinking carefully so that you do the right thing
- 7. curly g. good at learning things
- 8. sensible h. a person in a book or film

Scep 2

· الخطوة النابية . التدرب على القواعد اللعوبة Grammar Practice .

* يقوم الطالب بالتدرب على القواعد اللغوية الخاصة بالوحدة التي تمكنه من مصارة الكتابة

Have / Has got

Affirmative statement

الجملة الخبرية المثبتة

(I/You/They/We) have got ('ve got) a car.

(He/She) has got ('s got) a car.

Negative statement

الحملة الخبرية المنفية

(I/You/They/ We) have not got (haven't got) a car.

(He/She) has not got (hasn't got) a car.

Yes / No Question

السؤال بهل ... ؟

Have (I/you/they/we) got a car?

Has (he/she) got a car?





can

يستطيع

can + inf.

can't لا يستطبع cannot (can't) + inf.

Circle the correct word:

- 1. Have / Do you got a bike?
- 2. She is very tall and she have / has got short hair.
- 3. Mohammed Salah can score / scores a lot of goals.
- 4. He lived in Italy for two years, so he can / can t speak Italian.



Writing Practice

رِ الحطوة الثالثة ؛ التدرب على الكتابة

 يقوم الطالب بتكملة شبكة الافكار المعطاة له باستخدام المفردات والقواعد اللغوية التي درسما في الوحدة.

Choose and complete the idea web:

runner - star - team - smile - tall - has got

| is my favourite | is 1.75 metres |
|--|--------------------------------------|
| dark, Moha curly hair. | is a fast and scores a lot of goals. |
| plays for Liverpool which is a big in England. | has a big on his face. |



ر الخطوة الرابعة : شبكة أفكار للكتابة

* يقوم الطالب بتكوين شبكة الأفكار الخاصة به (تكوين جمل) باستخدام المفردات والقواعد اللغوية التي درسما.



We're using technology Unit 🚄

Step Warm Up

ر الخطوة الأولى : تهيئة الطالب للكتابة

 « يقوم الطالب باسترجاع المفردات اللغوية الهامة من خلال توصيل المفردات اللغوية بتعريفاتها. You have studied these words in unit 4 about:

> Using technology / Nature / How to keep safe online 😄 لقد درست هذه المفردات اللغوية في الوحدة الرابعة عن : استخدام التكنولوجيا / الطبيعة / كيف تكون آمنًا عندما تكون متصلًا بالانترنت

• Read and match the words with their meanings.

| 1. c charge | a. touch quickly with your finger |
|-------------|--|
| 2. Click | b. a small picture on a computer screen |
| 3tap | c. increase the power of a battery |
| 4.()icon | d. a small, light computer that you can carry easily |
| 5. laptop | e. press a mouse or icon |
| 6. nature | f. letters or numbers you use to go onto a website |
| 7. password | g. the plants, animals, land, sea, etc. around us |

ر الخطوة الثانية : التدرب على القواعد اللغوبة Practice إ

* يقوو الطالب بالتدرب على القواعد اللغوية الخاصة بالوحدة التي تمكنه من مهارة الكتابة

he Present Continuous Tense

Negative statement

الحملة الخبرية المنفية

(I) am ('m) working hard.

Affirmative

statement

الجملة الخبرية المثبتة

(He/She) is ('s) working hard.

(You/They/We) are ('re) working hard.

(I) am not working hard.

(He/She) is not (isn't) working hard.

(You/They/We) are not (aren't) working hard.

زمن المضارع المستمر :

Yes / No Question

السؤال بهل ... ؟

Am I working hard?

Is (he/she) working hard?

Are (you/they/we) working hard?

Affirmative instructions Go to the shop. Negative instructions Don't go to the shop. O Read and correct the underlined words: 1. Nada is <u>sit</u> at the front desk. 2. Look! We aren't <u>send</u> a message. 3. First, putting some water in the kettle.

| Ste | |
|-----|---|
| | 1 |

Writing Practice

· الخطوة الثالثة : التدرب على الكتابة ·

* يقوم الطالب بتكملة شبكة الأفكار المعطاة له باستخدام المفردات والقواع<mark>د اللغوية التي درسما</mark> في الوحدة.

• Choose and complete the idea web:

answer - personal - rules - make - send - password

| 1 | | 4 - | |
|---|----------------------|---|----------------------|
| you need to follow some to stay safe. | | keep your | secret. |
| don't friends with people you don't know. | When you are online, | don't p | hotos to 't know. |
| don't tell people about your information. | | don'ta call or a video c someone you do | all from |





Step 4 Your idea web

· الخطوة الرابعة : شبكة أفكار للكتابة.

* يقوم الطالب بتكوين شبكة الأفكار الخاصة به (تكوين جمل) باستخدام المفردات والقواعد اللغوية التي درسما.

 Make your idea web about : Using technology. Write sentences using the idea web. ؛ الخطوة الحامسة كنابه موصوعك Section of the second بعد الخطوات السابقة يكون الطالب فادرا على كتابة موضوع إنشائي. Look at your idea web in step 4, then write your paragraph. بعد كتابة الفقرة قيم نفسك. - Organization நம்ப்பி التمحي Spelling -- Punctuation marks علامات البرميو - Relevance of ideas نرابط الامكار - Choice of vocabulary المعردات اللعوية - Grammar केन्द्रसी अलेक्सी

Holidays



الخطوة اللولى · تمينة الطالب للكتابة

« يقوم الطالب باسترجاع المفردات اللغوية الهامة من خلال توصيل المفردات اللغوية بتعريفاتها.

You have studied these words in unit 5 about:

A picnic you had / A day on the beach / A holiday in Parls : نقد درست هذه المفردات اللغوية في الوحدة الخامسة عن 🗢

نزهة خلوية قمت بها / يوم على الشاطئ / أجازة في باريس

· Read and match the words with their meanings.

| 1. d camp | a. a place to stay for a holiday |
|--------------------|---|
| 2. castle | b. a friendly sea animal |
| 3.()dolphin | c. something you buy to remember a holiday |
| 4. () holiday flat | d. sleep for a time in a tent |
| 5. souvenir | e. what you can see from a place |
| 6. view | f. a big, strong building from the past |
| 7. (beach | g. an opening in a large rock or a mountain |
| 8. cave | h. the area of sand or small stones in front of the sea |
| 9. hotel | i. the part of a river where the water falls down from a high place |
| 10. waterfall | j. a building where you can pay for a room to sleep in |



Grammar Pravice angell religible optill dolblinghill.

* يقوم الطالب بالتدرب على القواعد اللغوية الخاصة بالوحدة التي تمكنه من مصارة الكتابة

The Past Shutte Dimin (in he)

زمن الماضي البسيط مع الممل (يكون) :

Affirmative statement الجملة الحربة المثينة

(You/They/We) were frightened of the cave.

(I/He/She/It) was frightened of the cave.

Negative statement

(You/They/We) were not (weren't) frightened of the cave.

(I/He/She/It) was not (wasn't) frightened of the cave.

The Past Simple Tense (other verbs)

| | | Affirmative | Negative |
|-----------------|-----------------|-------------|------------------------|
| Regular verbs | I/ You/ | visited | did not (didn't) visit |
| | | studied | did not (didn't) study |
| Irregular verbs | They/ | went | did not (didn't) go |
| | We He/She/It | swam | did not (didn't) swim |
| | | slept | did not (didn't) sleep |

Read and correct the verbs:

| 1. Last summer, my family (have) a fantastic holiday. | () |
|---|-----|
| 2. We (visit) a nice beach yesterday. | () |
| 3. We (go) to the museum last year. | () |
| 4. Mona didn't (went) to the sea. | () |
| 5. I saw a lion, I (weren't) frightened of it. | () |

· الحطوة البالية البحرت على الحياس - Eractice الحطوة البالية البحرت على الحياس - الحطوة البالية المعالية الحياس - الحطوة البالية المعالية المعالية

* يقوم الطالب بتكملة شبكة اللفكار المعطاة له باستخدام المفردات والمواعد اللغوية التي درسها في الوحدة.

• Choose and complete the idea web:

sandcastle - beach - was - restaurant - swam - went

| 1 | | 4 |
|--|-----------------|------------------------------------|
| the weather hot. | | we there in our car. |
| 2 | | 5 |
| my sister, Leen made | Last summer, | in the sea every day. |
| 1 decided to go to the in Hurghada. | | we had a big meal of fish in a big |

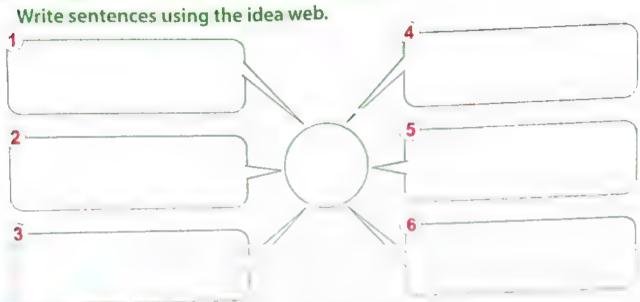


Step 4 Your idea web

الخطوة الرابعة : شبكة أفكار للكتابة.

* يقوم الطالب بتكوين شبكة الأفكار الخاصة به (تكوين جمل) باستخدام المفردات والقواعد اللغوية التي درسما.

⊙ Make your idea web about : A trip you made.



Step Sour writing

· الحطوة الحامسة كناية موضوعك

* بعد الخطوات السابقة يكون الطالب قادرًا على كتابة موضوع إنشائي.

| © Look a | at your | idea web in step 4, then v | vrite your p | oaragra | aph. | |
|----------|---------|----------------------------|--------------|---------|----------------------|-----|
| ,, | | , | , | | | |
| | | | | | | |
| | 10 0 47 | | | *4**1 | ga + + + 100 F001 | |
| | | | ., | | 017 FR 440117 FEFT A | h + |

| - Spelling النصبي - Spelling علامات الثرقيم - Spelling علامات الثرقيم - Punctuation marks نرابط الامكار | (Karry Order Cooks) | بعد كتابه الممره ميم نفسك. | | |
|---|----------------------|---|--|--|
| | | علامات الثرقيم Punctuation marks علامات الثرقيم | | |





Let's eat!

Warm Up

ر الخطوة الأولى : تهيئة الطالب للكتابة

* يقوم الطائب باسترجاع المفردات اللغوية الهامة من خلال توصيل المفردات اللغوية بتعريفاتها. You have studied these words in unit 6 about :

Your favourite dish / Snacks / A famous recipe / A visit to a café 🗅 لقد درست هذه المفردات اللغوية في الوحدة السادسة عن :

طبقك المفضل / الوجبات الخفيفة / وصفة طبخ مشهورة / زيارة إلى مقهى

Read and match the words with their meanings.

| 1. <u>c</u> add | a. move around ingredients, sugar, etc. with a spoon |
|-----------------|--|
| 2. snack | b. natural oils in food |
| 3. stir | c. put something together with another thing |
| 4. () stew | d. a meal made with meat and vegetables in one pot |
| 5. recipe | e. a small amount of food that you eat between meals |
| 6. crisps | f. have bubbles and a lot of sugar |
| 7 fat | g. instructions on how to make a meal |
| 8. fizzy drinks | h. green vegetable you cook or eat |
| 9. ingredient | i. something you use to make food |
| 10. pepper | j. hard, dry potato pieces that you eat as a snack |

ر الخطوة الثانية : التدرب على القواعد اللغوية Grammar Practice الخطوة الثانية : التدرب على القواعد اللغوية

* يقوم الطالب بالتدرب على القواعد اللغوية الخاصة بالوحدة التي تمكنه من مهارة الكتابة

Countable and Uncountable nouns: ألاسماء المعدودة وغير المعدودة وغير المعدودة المعدودة وغير المعدود

Countable nouns

Uncountable nouns

nuts, peppers, figs ...

cheese, hummus, water ...

Some and any

Countable nouns

Are there any peppers?

- Yes, there are.
- There are some peppers.
- There are not (aren't) any figs.

Uncountable nouns

Is there any rice?

- Yes, there is.
- There is ('s) some rice.
- There is not (isn't) any hummus.

Should / Shouldn's

should + inf.

يجب أن (للنصيحة)

You should eat healthy food.

shouldn't + inf.

لأ يحد أن (للنصبحة)

You shouldn't eat unhealthy food.

Circle the correct word:

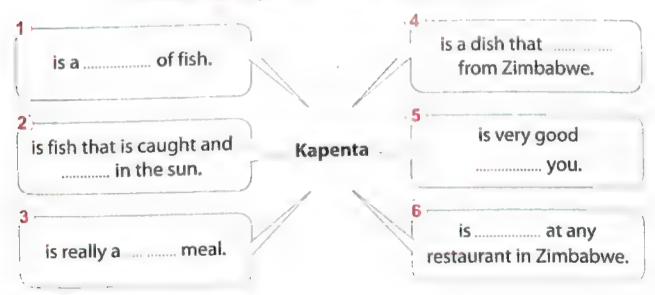
- 1. There are / is some water in the glass.
- 2. There are any / some figs.
- 3. We should / should be the eat lots of fish. It is healthy.
- 4. We should / should too many biscuits. They usually have too much sugar in them.

ر الخطوه البالثة : النحرب على الكتابة الأسالة الأسالة

* يقوم الطالب بتكملة شبكة الافكار المعطاة له باستخدام المفردات والقواعد اللغوية التي درسها في الوحدة.

Choose and complete the idea web:

dried - for - type - healthy - comes - eaten



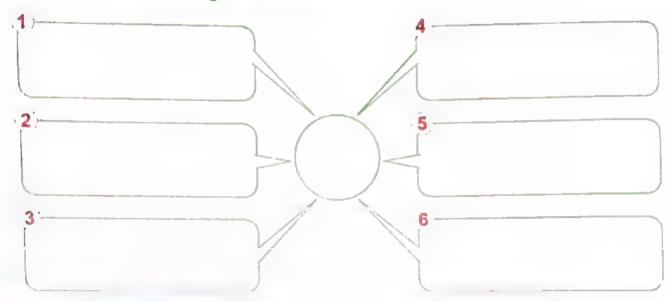




ر الحطوة الرابعة : شبكة أفكار للكتابة. Your idea web

 * يقوم الطالب بتكوين شبكة الأفكار الخاصة به (تكوين جمل) باستخدام المفردات والقواعد اللغوية التي درسما.

⊙ Make your idea web about : Snacks. Write sentences using the idea web.

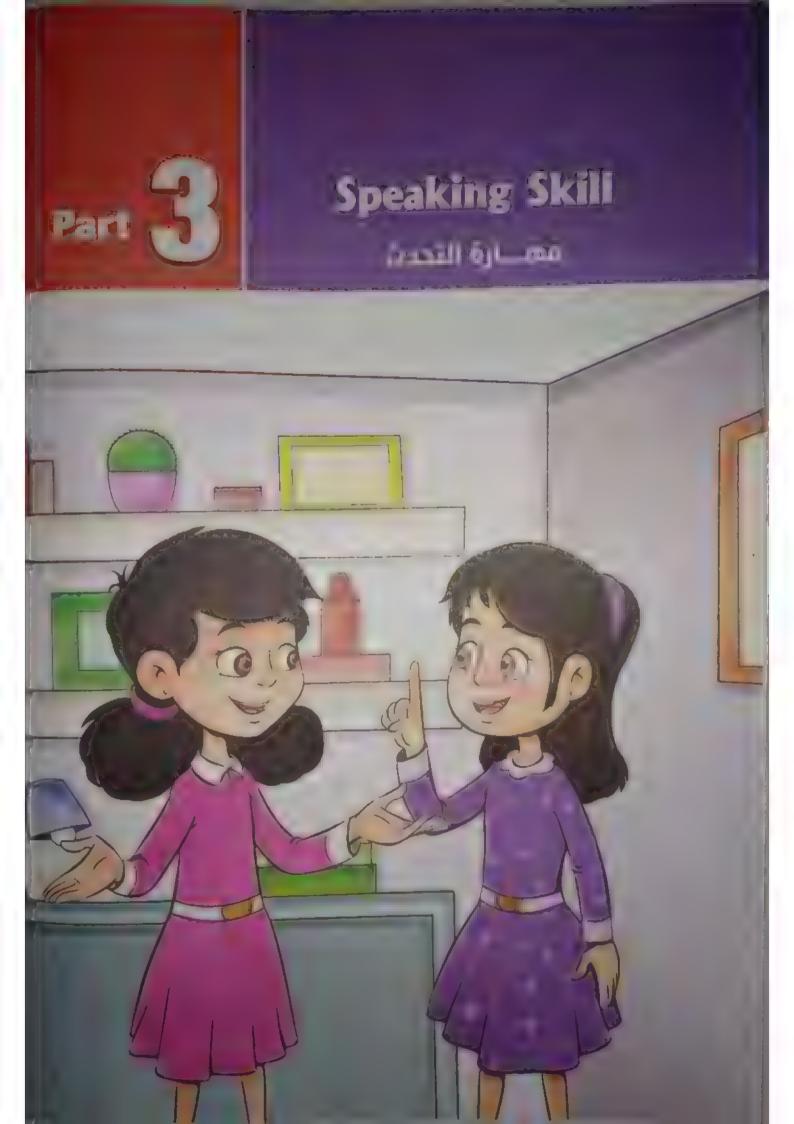


Voner trolthans

ر الخطوة الخامسة : كتابة موصوعك

* بعد الخطوات السابقة يكون الطالب قادرًا على كتابة موضوع إنشائي.

| Look at your idea web in step 4, to | hen write your paragraph. |
|--|---|
| **** | |
| | |
| | |
| | *************************************** |
| Writing check | |
| | بعد كتابة الفقرة قيم نفسك. |
| - Organization النبطيم | التهجي Spelling - Spelling |
| - Relevance of ideas நண்கள் | - Punctuation marks puojul ப்பிட் |
| - Choice of vocabulary عيدار المفردات اللعود | - Grammar engelli zelgali |





Dialogue מותבורוֹה

How to answer the dialogue question:

🗅 كيفية اللجاية على سوال المجادية

يُعتبر سؤال المحادثة من الأسئلة التي تحتاج الكثير من المهارات اللغوية لدى الطالب، ملايد أن يحيد القراءة والمهم والتعبير الكتابي، كما أن إحابة المحادثة تتطلب قدرة الطالب على تحيل الموقف والتماعل معه. ولكي بحيد هذا السؤال عليك يما يلي

- ا. إقرأ المحادثة كلها حيدًا قبل البدء في اللحاية فالقراءة الكافلة تساعدك على تخبل الموقف الذي تدور حوله المجادثة
- ٣. ركر على الشحصين الدين تدور المحادثة بينهما من حيث ، النوع المهنة الجنسية ... إلخ.
 - عليك عزيزي الطالب معرفة أن المطلوب منك إكمال المراغات الخمس مي سؤال المحادثة.

Stomtom Leadure flore

ு வோச்சையியல்

The Thirties

أُولًا : اللسئلة التي بجُابِ عليها بـ Yes أو No.

"V. to be" (Am - Is - Are - Was - Were)

"V. to have" (Have - Has - Had

"V. to do" (Do - Does - Did)

Will

Can

.... etc. الخ

+ subject الفعل + verb + الفعل + ?

وبمكن أن بحاث عن هذا النوع من الاستلة باستخدام الصيعة بعد عبرة ومي الصير والمعل المسلم عليه عدا النوع

Examples:

- Do you like ap!

Yes, I do.

No, I don't.

- Have you ever visited the Pyramids?

Yes, I have.

No, I haven't.

- Can you speak English?

Yes, I can.

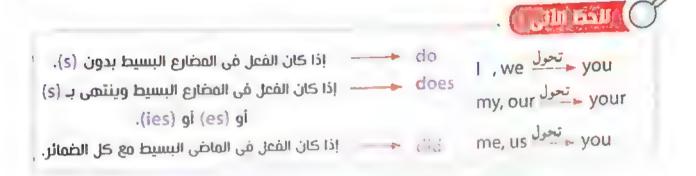
No, I can't.

مادر معن إستجدام "V. to be" أكمعل رئيسي في السؤال دون أن يتبعه معل أحر.

ex.:- Are you happy about the result عبجة of the match ?

Yes, I am.

No, I'm not.



| | Carestion work | | |
|------------|--|-------------|-----------------|
| Whose? | tiday of the state | Hou many? | ڪم للعدد؟ |
| When? | ېې | . How high? | كم للإرتفاع؟ |
| What? | دا - ماذا؟ | How deep? | كم للعمق؟ |
| Who? | من (للفاعل العاقل)؟ | How wide? | عم للعرض؟ |
| Whom? | من (للمفعول العاقل)؟ | How far? | ڪم للبعد؟ |
| Why? | | How tall? | كم للطول؟ |
| Where? | این؟ | How heavy? | ُ ڪم للوزن…؟ |
| Which? | أيهما؟ | How long? | كم للمدة/لنطول؟ |
| How? | <u>؟ في</u> ح | How old? | كم للعمر…؟ |
| How much | ڪم للثمن / للڪمية؟ | How fast? | كم للسرعة؟ |
| How often? | | Who with? | ؟ |

بعض نمانج للأسئلة :

| Stimulus | الموقف / السؤال | Kesponse | וענ |
|---|--------------------------|--|-------|
| 1. Do you like music? | | – Yes, I do. – No, I don't. | |
| 2. What is your friend's | name? | – His / Her name is · · | |
| 3. How old is he / she? | | – He / She is years old. | |
| 4. Where does he / she | live? | - He / She lives in | |
| 5. What is his / her favo | ourite food ? | – His / Her favourite food is | |
| 6. What are his / her fav | ourite hobbies? | – His / Her favourite hobbies are | |
| 7. What is your favouri | te subject ? | – My favourite subject is | |
| 8. What subjects have | we got today? | - We have got and | • |
| 9. Are you good at lan | guages? | - Yes, I am. / No, I am not. | |
| 10. Who is our English t | eacher this year? | - It's Mr Sameh. | |
| 11. When have we got = When do we hav | English ? e English ? | – It is after break. | |
| 12. What time is the b | reak? | - It is at half past ten. | |
| 13. What's in your clas | sroom? | There are some laptops, some tablets and a whiteboard. | |
| 14. Where would you l | ike to go? Why? | - I'd like to go to the beach beca the weather is hot. | use |
| 15. I couldn't fly my ki there was no wind | | - Oh, dear!/What a pity! | |
| 16. I saw six big dolph | ins. | - Really! / How interesting! | |
| 17. Is there any cheese | | – Yes, there is. – No, there isn | 't. |
| 18. Are there any olive | | - Yes, there are No, there are | en't. |
| 19. What would you li | ke to have, sir? | - I'd like to have | |
| 20. What food do you | like? | - I like | |
| 21. Anything else? | | Yes, I'd likeNo, thanks. | |
| 22. How much does it | cost? | - It costs | |

Practise by yourself

© Complete the following dialogue:

| | | te the following dialogue: |
|---|-------|--|
| 1 | Nadia | : Let's make lunch. I think we have all the ingredients. |
| | Omar | : There is some salad. Is there any hummus? |
| | Nadia | : No, there isn't, but there (1) some olives. |
| | Omar | : There are some peppers, (2) |
| | Nadia | : Good. Is there (3) cheese? |
| | | : Yes, there is. I've got it. |
| | Nadia | : What about figs ? Are (4) any figs ? |
| | Omar | : (5), there aren't any figs. |
| | Nadia | : Are there any raisins? |
| | Omar | : Yes, there are. |
| 2 | Taha | : Do you use technology at your school? |
| | Omar | |
| | Taha | : Really! Can you use a tablet? |
| | Omar | : Yes, I (1) |
| | Taha | :Which (2) do you use tablets in ? |
| | Omar | • All subjects. |
| | Taha | : Has your classroom (3) a smart board ? |
| | Omar | : Yes, it (4) |
| | Taha | : Do you use mobile (5) at class? |
| | Omar | at at a see of allowed |
| 3 | Hana | : Hi, Nour! How was your holiday ? |
| | Nour | : Hi, Hana! It was great, thanks. |
| | Hana | : Where (1) you go ? |
| | Nour | · Lwent to France. |
| | Hana | : Did you (2) the Eiffel Tower ? |
| | Nour | : Yes, I did. |
| | Hana | : Did you (3) your time there ? |
| | Nour | : Yes, I enjoyed my time there. |
| | Hana | : (4) did you come home ? |
| | Nour | : I came back (5) Sunday. |
| | | |



🗢 الحطوة اللولي

terrell and a man de to a construction of the plant action of the

- 1. Extracting information
- 2. Giving the main idea

Page

- 3. Understanding reference
- ع تحميل معنى معردة لعبية من النق thes indithe mearing of , صحاح المارية a such the mearing of , صحاحة المارية
- 5 Critical tranking skill

- ا استدراج معلومات ٢. إعطاء المكرة الرئيسية
- ٣ مهم ما تستير اليه الاعمير
- - ٥. مصارة النفكير النقدى

🕻 الحطوة الثابية



Unit

My family and me

Step Read and Learn

ر الخطوة الأولى : اقرأ وتعلم

* اقرأ القطعة التالية وتعلم كيفية الإجابة واستخراج المهارات المطلوبة منك.

1 Read the following, then answer the questions:

Although Karim and Ramzy are twins, they are different in some ways. For example, Karim's favourite hobby is playing football. He plays it with his friends at school and in a club near their school. He also watches football matches on TV at home after finishing his homework. On the other hand, Ramzy is very interested in music. He plays it in a band at school. At home, he likes listening to music on the radio or playing the guitar. Their parents help them study hard at school and also let them enjoy their hobbies.

A. Answer the following questions:

، اعظاء الفكرة الرئيسية (Biving the main idea

- 1. What is the main idea of the passage ?
 - Karim and Ramzi's interests.

. استخراج المعلومات ، Extracting information

- 2. When does Karim watch football matches?
 - After finishing his homework.

Critical thinking skill) مهارة التفكير النقدى

- 3. Do you think Karim and Ramzy enjoy their hobbies?
 - Yes, I think so.
- B. Choose the correct answer from a, b, c or d:

ب فهم ما يشير إليه الضمير (Understanding reference)

- 4. The underlined pronoun "them" refers to
 - a. school b. their parents c. the twins d. the hobbies

Extracting information) استخراج المعلومات j

- 5. Karim watches football matches
 - a, with his friends
- b. on TV at home

c. in the club

d. with his father



تخمين معنى مفردة لغوية في النص (Guessing the meaning of vocabulary in context

- 6. The underlined word "band" means
 - a. a group of people who play sports together
 - b. a group of people who play music together
 - c. a group of people who have the same hobby
 - d. a group of people who cook together



Practise by yourself

ر الخطوة الثانية : تدرب بنفسك

2 Read the following, then answer the questions:

Heidi is the story of an **orphan** girl. She goes to live with her grandfather in Switzerland. Her grandfather is an old man. **He** lives in a small house in the mountains and he has lots of goats. Heidi sleeps in a bed in the attic of the house. She drinks goats' milk, eats bread and cheese. Every day she walks in the mountains with the goats, her grandfather and her friend, Peter. She sees birds and flowers. She is very happy! But one day, Heidi's aunt arrives and takes her to the city. Heidi doesn't like the city and she is very sad to be away from her grandfather, Peter and the goats. Heidi has lots of adventures in the city.

A. Answer the following questions:

- 1. In which country does Heidi live?
- 2. Give a suitable title for this passage.
- 3. What do you think about Heidi's life?

B. Choose the correct answer from a, b, c or d:

- 4. The underlined word "orphan" means someone who
 - a. has no father or mother
- b. has no money

c. has no friends

d. has a father and mother

| Readin | g Skill |
|-------------------|---------|
| The second second | |

| 5. Heidi's comes to take h | ner. | |
|---|---|--|
| a. cousin b. father | c. uncle | d, aunt |
| 6. The underlined pronoun "He" r | efers to | |
| a. Peter | b. the grandfather | |
| c, her uncle | d. Heidi's friend | |
| Read the following, then answer the | he questions : | |
| My name's Lamia. I'm nine years My parents are teachers. They work an English teacher and my mother i 13 years old and Khaled is nine. Kha my brothers. Ali plays football at sch on TV. Khaled goes swimming every near our house. My best friend is Ay and we're both in the school team. | at the same school. My fast a maths teacher. My browled and I are twins . I play nool and he watches footly Friday. There's a swimming. We play basketball at soour team is very good! | ther is other Ali is music with ball matches ng pool |
| A. Answer the following question: | S: | |
| 1. How old is Khaled? | | |
| 2. Give a suitable title for the pass | age. | |
| 3. What do you think about Lamia | s's family ? | ****** * * ***** * |
| | | **************** |
| B. Choose the correct answer from | a,b,cord: | |
| 4. The swimming pool is | | |
| | b, far from their house | |
| | d. beside their house | |
| 5. The underlined word "both" ref | ers to | |
| a. Lamia's parents | b. Aya and Khaled | |
| c. Khaled and Ali | d. Lamia and Aya | |
| 6. The underlined word "twins" m | eans | |
| a. they have different hobbies | b, they are born in diff | erent time |
| c. they are born at the same tim | a d thou bays the same | |

It's my favourite subject

Step P Read and Learn

ر الخطوة الأولى : اقرأ وتعلم.

اقرأ القطعة التالية وتعلم كيفية الإجابة واستخراج المهارات المطلوبة منك.

1 Read the following, then answer the questions:

My name is Mona. I want to be a doctor here in Cairo so I always work hard at school. My favourite subjects are science and computer studies. I also want to speak good English to other children in different places. My teacher is very good, but I also like to use technology. I use a tablet to practise my English. I sometimes use my phone, too. Last year, I learnt English in London when I went there with my family. It was fantastic. I cycled to the summer school every day, and I met students from different countries. I now have a friend from Uganda. My favourite place was a river in Cambridge. It was very beautiful, but I didn't swim in it.

A. Answer the following questions:

, استخراح المعلومات (Extracting information

- 1. What subjects is Mona interested in?
 - Science and computer studies.

- همارة التفكير النقدي | Critical thinking skill

- 2. Do you think Mona's days in London were fantastic? Why / Why not?
 - Yes. Because she learnt English, made friends and visited some nice places in London.

و إعطاء الفكرة الرئيسية (Giving the main idea

- 3. What is the main idea of the passage?
 - A visit to London to learn English.
- B. Choose the correct answer from a, b, c or d:

تخمين معني مفردة لغوية في النص (Guessing the meaning of vocabulary in context

- 4. The underlined word "cycled" means
 - a, rode a bicycle

b. drove a car

c. went by bus

d. went by plane

, استخراج المعلومات (Extracting information

5. Mona's teacher is very

a. bad

b. fat

c. lazy

d. good

Understanding reference | பாவி வி பும்பி நாம் |-

- 6. The underlined pronoun 'It' refers to
 - a, the summer school
- h Cairo

c. Uganda

d a river in Cambridge

Practise by yourself



Practise by yourself

. الخطوة النامة الدرب بيمسك

Read the following, then answer the questions:

Im Turck. Threen Cairo, in Egypt. This is a typical day for me. On school of ser, I get up at half past siz. I usually have breakfast with my fam. Vy school is far away, so I never walk there. My mum and dad drive that the head always taken a long time because the roads are busy. is here we hear the bell at eight o clock, we go to the school half. We have four ferrous, then it is he all During the break hus fally talk with my free drug to play pround, that chartness wester the abrary to read to an Attention, Authority remisers to the asset inch at half past twelve. School finishes at four o'clock.

A. Answer the following questions:

- 1. When does Tarek get up on school days?
- 2. What is the best title for this passage?
- 3 Do you think larek can walk to school? Why Why not?

B. Choose the correct answer from a, b, c or d:

- 4. The underlined word "typical" means
 - a. unusual b safe

- d. unknown
- 5. The undernined pronoun "there" refers to Tarek's
 - a. school library

- b school
- c. school playground
- d. school hall
- 6. Tarek finishes his school at
- o'clock.

- a. Six
- h seven
- c. four
- d nine



Read the following, then answer the questions:

In some countries, children live a long way from their school. They do not go to school by car, bus or train. Every morning, children from a far village in Egypt cycle to school. It is a cheap and healthy way to travel. They can always arrive on time. It's also hard for children who live next to Lake Bunyonyi, in Uganda. **Their** school is on the other side of the lake, so they do not **walk** to school. They go in a canoe. The canoe takes children to school and home again every day.

In winter, there is a lot of snow in the USA. So, the children travel to school on a snowmobile!

| Α., | Answer | the | fol | lowing | questic | ns: |
|-----|--------|-----|-----|--------|---------|-----|
|-----|--------|-----|-----|--------|---------|-----|

- 1. What is the main idea of this passage?
- 2. Do you think it's useful to go to school on a bike? Why / Why not?
- 3. Which countries are mentioned in this passage?

B. Choose the correct answer from a, b, c or d:

- 4. The underlined word "walk" means
 - a. go on foot

b go by bike

c. go in a canoe

- d. go by boat
- 5. A canoe is used in
 - a. lakes
- b. villages
- c. homes
- d. school
- 6. The underlined pronoun "Their" refers to children from
 - a. Egypt
- b. Uganda
- c. England
- d. the USA

Unit

Different People

Step Read and Learn

· الخطوة الأولى اقرأ ونعلم

1 Read the following, then answer the questions:

+ اقرأ القطعة النالبة وتعلم كبفية اللحابة واستخراح المصارات المطلوبة منك

My best friend is called Hassan. He has got straight hair and brown eyes. He is kind and helpful. He has a lot of hobbies. He likes reading and playing video games. When he was young, he had an accident. Now, he can't walk, so he has got a wheelchair. It is not easy for him to travel around school. I always help him. I open doors and help him to get things in the classroom. I like him very much. We do many things together. I admire him because he is ambitious طموح. His goal is to join the Faculty of Medicine one day. He wants to help ill and poor people for free. I help him a lot in order to achieve his goal.

A. Answer the following questions:

- اعظاء المكرة الرئيسية - Giving the main idea -

- 1. Give a suitable title for this passage.
 - My best friend.

- استجراح المعلومات - Extracting information

- 2. What does Hassan look like?
 - He has got straight hair and brown eyes.

مهارة التمكير البقدي - Critical thinking skill

- 3. Why do you think Hassan wants to help ill and poor people?
 - Because he is kind and helpful.

B. Choose the correct answer from a, b, c or d:

، تحمين معنى ممردة لغوية مي البص Guessing the meaning of vocabulary in context

- 4. The word "
- " means that he likes to help people.
- a helpless
- b ambitious chelpful
- dlazy

, فهم ما يشير إليه الصمير (Understanding reference

- 5. The underlined pronoun "him" refers to
 - a, the writer
- h Hassan
- c. Ali
- d. Tarek



Extracting information

ر استخراج المعلومات

- 6. Hassan can't walk because he
 - a. had an accident

b. had a wheelchair

c. had a dream

d. had a goal



Step Practise by yourself

· الخطوة الثانية - تدرب بيفسك

Read the following, then answer the questions:

"Alice in Wonderland" is a famous children's story. It is an adventure story. Alice had a lot of adventures in Wonderland. She met a lot of interesting characters. Wonderland was strange, but it was an interesting place for Alice. Alice was a sensible, brave and clever girl. She met the White Rabbit that was usually late and ran fast. The Cheshire Cat was a funny animal which helped Alice to find different places and characters. The Queen of Hearts was a scary per on, but Airce was not frightened of her. At the end of the story, all the characters help Alice to go home again.

A. Answer the following questions:

- 1. What kind of story is "Alice in Wonderland"?
- 2. What is the best title for this passage?
- 3. Why do you think Alice was brave?

B. Choose the correct answer from a, b, c or d:

4. Alice met a lot of interesting

in Wonderland.

a. characters

b. kings

c. places

d. blog posts

5. The underlined word "brave" means not easily

a, slow

b. bored

c. lazy

d. frightened

6. The underlined pronoun "her" refers to

a. Alice

b. the Oueen of Hearts

c. the White Rabbit

d. the Cheshire Cat.

3 Read the following, then answer the questions:

Mohamed Salah is my favourite sports star. He plays football for a very good team in Europe. He plays for Egypt, too. He is very good at scoring goals. He is a fast runner. Mohamed Salah has usually got a big smile. He is quite short for a footballer. He is 1.75 metres tall. Mohamed Salah has got dark, curly hair and a beard. He is a kind person. He gives money to build schools and hospitals in Egypt. He also gives money to poor people. He is very **friendly** and he always talks to his fans. He has not got much time for hobbies, but when he is at home, he enjoys playing video games and watching films.

A. Answer the following questions:

- 1. What is the main idea of the passage?
- 2. What does the underlined pronoun "He" refer to?
- 3. Why do you think that Salah is a friendly sports star?

B. Choose the correct answer from a, b, c or d:

- 4. Salah isn't for a footballer.
 - Jaian isir Camanana Pot and a language
 - a. short b. long c. tall
- 5. The underlined word "friendly" means
 - 5. The underlined word
 - a. helpful b. angry
- c. sad
- d. happy

d. small

- 6. One of Salah's hobbies is
 - a. giving money to the poor
- b. building schools

c. playing squash

d. playing video games

Unit



We're using technology



Read and Learn

ر الخطوة الأولى : اقرأ وتعلم

* اقرأ القطعة التالية وتعلم كيفية الإجابة واستخراج المهارات المطلوبة منك.

Read the following, then answer the questions:

Wael loves technology! His favourite hobby is playing video games. He usually plays **them** on his laptop, but sometimes he plays them on his mobile phone. His favourite lesson at school is computer studies. At break and lunchtime, he **stays** in the classroom and he looks at video games websites on his phone. His friend, Mazen loves nature. He likes walking and watching the trees, animals, flowers and insects. He doesn't like being in the house. He likes being in the garden and looking at the sky. At school, he always goes outside at break. He has got a mobile phone, but he doesn't send messages or make video calls on his phone, but he takes photos of flowers.

A. Answer the following questions:

Extracting information) استخراح المعلومات

- 1. What does Wael do on his mobile phone?
 - He plays video games and looks at video games websites on his mobile phone.

• مهارة التفكير النقدي (Critical thinking skill

- 2. Do you like Wael's or Mazen's life? Why?
 - I like Mazen's life because I like nature.

Giving the main idea الرئيسية (اعطاء الفكرة الرئيسية)

- 3. Give a suitable title for this passage.
 - Wael and Mazen's hobbies.

B. Choose the correct answer from a, b, c or d:

Understanding reference فهم ما يشير إليه الضمير

- - a. video games

b. hobbies

c. mobile phones

d. technology

ر تخمین معنی مفردة لغویة فی النص (Guessing the meaning of vocabulary in context

- 5. The opposite of the underlined word "stays" is
 - a. lives
- b. leaves
- c. visits

d. keeps

Extracting information

استخراج المعلومات

- 6. On your smartphone, you can
 - a. take photos

b. make video calls

c. send text messages

d. a, b and c





Practise by yourself

ر الخطوة الثانية : تدرب بنفسك

Read the following, then answer the questions:

To stay **safe** online, you have to follow some important instructions. First, keep your password secret. You shouldn't tell people your personal information (e.g. telephone number). Don't make friends with people you don't know online. Don't send photos to people you don't know. Don't answer a phone call or video call from someone you don't know. If you are worried about something, tell a parent or a teacher. Everyone should follow **these** to stay safe online.

A. Answer the following questions:

| 1. What should | you do when you hav | e a problem onl | ine? |
|-----------------------------|-------------------------|-----------------|---------------|
| 2. What is the m | nain idea of the passag | је ? | |
| 3. Why do you t online ? | hink you have to follo | w these rules w | hen you are |
| B. Choose the co | rrect answer from a, | b, c or d : | |
| 4. The underline | ed word "safe" is the o | pposite of | 111111000 B |
| a. false | b. dangerous | c. offline | d. different |
| 5. It is a | idea to make friends | with people yo | ou don't know |
| online. | | | |
| a. good | b. bad | c. great | d. nice |



- 6. The underlined pronoun "these" refers to d. systems

 a. ways b. instructions c. roads d. systems
- Read the following, then answer the questions:

I love using technology. My family members love using technology, too. My brother Ali is playing chess **online**. He is winning at the moment. I am doing my computer studies homework. After finishing my homework, I will play video games. It is my favourite hobby. Usually, I play them on my laptop. My mother is looking at a website for information about 3D printers. My sisters, Hala and Sama are taking selfies. **They** are sending one of their photos to my grandmother on her mobile phone. My dad is sending an email to my uncle who lives in England.

A. Answer the following questions:

| 1. Give a suitable tit | le for the passage | 2. | *** ** ******* ****** |
|------------------------|--------------------|--------------------------|-----------------------|
| 2. Why is the writer | s mother looking | at a website? | |
| 3. What do you thin | k about technolo | gy ? | |
| B. Choose the correc | t answer from a | , b , c or d : | |
| 4. The underlined p | ronoun "They" re | efers to | |
| a. family membe | | b. Ali and his r | nother |
| c. Hala and Sama | 9 | d. parents | |
| 5. The writer's uncle | e lives in | * | |
| a. Egypt | b. Canada | c. England | d. France |
| 6. The opposite of t | he underlined w | ord " online " is | |
| a. in line | b. offline | c. line | d. internet |

Unit 5

Holidays



Read and Learn

· الخطوة الأولى القرأ ونعثم

* اقرأ القطعة النالية ونعلم كيفية الأداية واستذراج المهارات المطلوبة منك.

1 Read the following, then answer the questions:

Last August, when the weather was hot, we went to the beach near my home in Hurghada. Hurghada has a lot of exciting places. It is a beach resort منتع town. Its beaches are beautiful and wonderful. My sister, Mariam made a sandcastle. There was a cave in the rocks. But Mariam didn't want to go into it, because she was frightened!

Last October, we visited my uncle, aunt and cousins in Cairo. We had a picnic in Al-Azhar Park. We ate delicious food, then we played games and my cousin, Ali rode his bike.

When I was eight, we went to Siwa. We swam in the lake, and climbed the mountain. We saw carnels and slept in a tent in the desert. It was my favourite holiday!

A. Answer the following questions:

Critical thinking skill - 5 mill jimmit ejlan -

- 1. What do you think of Hurgh claus a touarteit, ?
 - I think it is a beautiful and wonderful city.

Understanding reference நம்பி வி நம் நம்

- 2. What does the underlined pronoun 'it refer to?
 - It refers to the cave.

المكرة الرئيسية Giving the main idea

- 3. Give a suitable title for this passage.
 - My favourite holiday.

B. Choose the correct answer from a, b, c or d:

تحمين معنى ممردة لعوية من النص | Guessing the meaning of vocabulary in context

- 4. The underlined word "frightened" means
 - a. strong
- b. happy
- c. afraid
- d. angry

ا استحراج المعلومات | Extracting information

- 5, *..... * is a summer month.
 - a. April
- h August
- December
- d October



Extracting information

استخراج الوعلومات

- 6. Al-Azhar Park is in
 - a. Aswan
- b. Hurghada
- c. Siwa

d. Cairo



Step 2 Practise by yourself

الخطوة الثانية : تدرب بنفسك

Read the following, then answer the questions:

Last year, Ramy had a holiday course in English in the exciting city of London. He had a wonderful time at the language school. He was there for two weeks. It was nice for him to meet students from different countries. His favourite place was Windsor Castle. He learnt English very well. London's shops were fantastic and he bought a lot of souvenirs. His favourite activity was a ride on the London Eye because there was a beautiful view of the city from the top. It was really a wonderful visit. He went back home last Friday. He met his old friends and he gave them souvenirs. They were very happy.

A. Answer the following questions:

- 1. What is the main idea of the passage?
- 2. What does the underlined pronoun "him" refer to?
- 3. What do you think of Ramy's visit to London?

B. Choose the correct answer from a, b, c or d:

- 4. Ramy's favourite activity was a on the London Eye.

- a. ride
- b. jump
- c. hit
- d. hop
- 5. A is an object you buy to remind you of a place you have visited.
 - a. holiday
- b. school
- c. castle
- d. souvenir

- 6. Ramy stayed in London for
 - a. a week
- b. two weeks
- c, three weeks d, a month

3 Read the following, then answer the questions:

Hi, Azza!

I am back from my holiday in Paris. I had a wonderful time! Paris is a great city for a holiday because there is so much to see and to do. The food is **delicious**. I ate a lot of new things, for example, snails! One day we climbed the Eiffel Tower, and from the top we had a view of the **city**. We visited museums and had a picnic in the Luxembourg Gardens. We also went on a boat on the River Seine. What a pity! We did not have time to go to the Science Museum. I also wanted to see the art at the Louvre, but it was closed. Near our hotel, there was a busy market. I bought a T-shirt and some postcards. I also bought you a souvenir. It is a very small Eiffel Tower! You can put it next to your bed. It has got a light on the top.

See you soon!

Yours,

Fatma

| A. Answer the tol | lowing questions | • | |
|-------------------|-----------------------|------------------------|-----------|
| 1. Why did Fatm | a think Paris is a gr | eat city for a holiday | ? |
| | Fatma do in Paris ? | | |
| | in idea of the ema | | |
| B. Choose the cor | | | |
| 4. What does the | e underlined word | "city" refer to? | |
| a. Paris | b. Cairo | . c. Louvre | d. Seine |
| 5. The underline | d word "delicious | " means | |
| a. awful | b. bad | c. very good | d. boring |
| 6. Fatma bought | a for Azza | a. | |
| | some postcards | | |
| b. T-shirt, som | e postcards and a | souvenir | |
| c. souvenir | | | |
| d. T-shirt | | | |

Unit 6

Let's eat!



Read and Learn

ر الخطوة الأولى : اقرأ وتعلم

* امْراً القطعة التالية وتعلم كيفية الإجابة واستخراج المهارات المطلوبة منك.

1 Read the following, then answer the questions:

I want to write about an amazing meal I remember. I visited my cousins in Damietta last summer with my dad, mother and sister. They took us to a café for lunch. It was near the beach and it had big windows. It was wonderful to watch the boats on the water. I had my favourite meal, Koshari. I love Koshari but this was different than usual. It was delicious. My family and cousins all had fish from the sea! We all liked our food. Then, we all had Egyptian Rice Pudding. There was not a lot of sugar in this recipe and it was not too sweet or unhealthy. It was a wonderful meal and I would like to visit this café again one day!

A. Answer the following questions:

ر اعطاء الفكرة الرئيسية ١ Giving the main idea

- 1. Give a suitable title for this passage.
 - An amazing meal in Damietta.

- مهارة التمكير النقدي : Critical thinking skill

- 2. Do you think they had healthy dessert? Why / Why not?
 - Yes, I think so. Because there was not a lot of sugar in its recipe and it was not too sweet.

, فهم ما يشير إليه الضمير (Understanding reference

- 3. What does the underlined pronoun "it" refer to?
 - It refers to the café.

B. Choose the correct answer from a, b, c or d:

تَخْمِينَ مَعْنَى مَفْرِدَةَ لَغُويَةَ فَى النصِ [Guessing the meaning of vocabulary in context

- 4. The word "....." means instructions on how to make a meal.
 - a. usual

b. recipe

c. delicious

d. café

Extracting information o

استخراج المعلومات

- 5. The writer's favourite meal is
 - a. koshari
- b. fish
- c. rice pudding
- d. meat

- 6. The café was near the
 - a. beach
- b. park
- c. desert
- d. hotel





Practise by yourself

ر الخطوة الثانية . تدرب بنفسك

2 Read the following, then answer the questions:

Everyone loves snacks! But some snacks are bad for us. What is the best way to enjoy healthy snacks?

It is ok to eat crisps and cakes sometimes, but you should not eat too many of them. Crisps have a lot of fat and salt. Cakes, chocolate and biscuits have a lot of fat and sugar. Too much of this type of food is bad for our bodies.

Fruit is a great snack! It is very good for us and most people like the sweet taste. You should eat between two and four pieces of fruit a day.

Beans and vegetables do not have much sugar or fat. They are very good for us, so we should eat a lot of them. Snacks like hummus with carrot and pepper are delicious.

We should be careful, even with healthy food. Fruit juice has got a lot of sugar, so we should not drink too much of it. Olives, meat and fish sometimes have a lot of salt.

A. Answer the following questions:

- 1. Which food has a lot of fat and sugar?
- 2. Do you think crisps are dangerous? Why / Why not?
- 3. Give a suitable title for this passage.

B. Choose the correct answer from a, b, c or d:

- 4. The underlined pronoun "them" refers to
 - a. cakes
- b. crisps and cakes c. snakes
- d. bodies



| | 5. Fish sometimes ha a. a lot of sugar c. a lot of fat | ve | b. a lot of salt | amon |
|---|--|--|---|--|
| | | | | |
| | 6. The underlined wo | b. salty | c. terrible | d. careless |
| 3 | Read the following, th | en answer the | e questions : | |
| | Egypt has a lot of in It is a delicious meal w Many people like it. | nteresting food vith rice, pasta | d, but my favourite in and tomatoes. It is the | neal is koshari. very popular. |
| | In Morocco, tagine vegetables, fruits and scomes from the cookir make nyama na irio for wonderful! Kapenta is fish from the lake and you can eat it every da | spices. Its tasteing pot for this for dinner. It is a sea popular type dry it in the sur | ood. In Kenya, peop itew with meat and of fish in Zimbabwe n. Kapenta is very go | ne tagine le often potatoes. It is . They catch the od for you, so |
| | A. Answer the following | ng questions : | | |
| | 1. What is the tradition | | | |
| | 2. What do you think Why? | is the best me | al for the Egyptians | in this passage? |
| | 3. Give a suitable title | e for this passa | ge. | |
| | B. Choose the correct | answer from | a,b,cord: | |
| | 4. The underlined pr | onoun " It " refe | rs to | |
| | a. koshari | _ | b. tagine | |
| | c. kapenta | | d. nyama na i | rio |
| | 5. Kapenta is from | 0 | | |
| | a. Zimbabwe | b. Kenya | c. Morocco | d. Egypt |
| | 6. The underlined wo | ord " tradition | l" means | |
| | a very new | | b. not old | |

d. very delicious

c. very old



General Revision

based on Units 1, 2 & 3

Important Vocabulary

مراجعة على أهم المفردات اللغوية

Unit One

| نوار interview | مقابلة شخصية / يجرى د | sort | نوع - يصنف |
|---------------------|------------------------|---------------|----------------|
| twins | توام | diary | مفكرة |
| band | فرقة موسيقية | research | بحث |
| voluntary | تطوعى | describe | يصف |
| quiz | امتحان قصير | parents | الوالدين |
| children's hospital | مستشفى أطفال | dictionary | قاموس |
| male | ذكر | country | دولة |
| female | انثى | adventure | مغامرة |
| orphan | يتيم | France | فرنسا |
| atţic。 (قيقة | غرفة على بببطح منزل (س | Switzerland | سويسرا |
| Morocco | دولة المغرب | balance | یوازن - توازن |
| South Africa | جنوب أفريقيا | gymnastics | رياضة الجمباز |
| diagram . | رسم توضيحي | athletics | ألعاب القوى |
| gymnast | لاعب جمباز | athlete | لاعب العاب قوى |
| partner | شريك | different | مختلف |
| family tree | شجرة العائلة | swimming pool | حمام سباحة |
| train | يتدرب | Olympics | ألعاب أوليمبية |
| achieve | ينجز / يحقق (أهداف) | complete | يكمل |
| related | مرتبط / متصل | project | مشروع |
| sport | رياضة | chess | لعبة الشطرنج |
| communicate | يتواصل | | |

Unit Two

| | A second | a structure or well | |
|----------------|---|---------------------|-------------------------|
| favourite | مفضل | culture | ثُقَافِةً ``` |
| subject | مادة دراسية | Uganda | دولة أوغندا |
| timetable | جدول مواعيد | school uniform | زی مدرسی |
| break | فسحة | school rules | قواعد مدرسية |
| home economics | اقتصاد منزلي | transport | النقل |
| social studies | دراسات اجتماعية | snowmobile | مركبة للتنقل فوق الجليد |
| drama | مادة الفن العسرحي | journey | رهلة طويلة |
| religion | تربية دينية | separate | يفصل |
| mountain | جبل | languages | لفات |
| discussion | مناقشة | hobbies | هوايات |
| various | متعدد/ متنوع | quite | إلى حد ما |

Unit Three

| beard | لحية | feature | سمة / ميزة / أحد العلامح |
|---------------|----------------------|-------------|---------------------------|
| moustache | ا شارب ۱۰۰۰ | adventure - | طَعْلَقُرة للسيس ، ، |
| dark hair | أشعز اسود | strange | غريب |
| curly hair | شعر مجعد | brave | وأخس |
| blond hair | شعر اشقر (أصبفر) | character | شخصية (في فيلم / في كتاب) |
| straight hair | شعر غير مجعد (ناعم) | blog post | منشور/ مدونة |
| sports star | نجم رياضى | sensible | عاقل / حكيم |
| frightened | خائف | scary | مخيف |
| information | معلومات | secret | سر |
| wheelchair | كرسى مُقعدين (متحرك) | playground | ملعب |
| appearance | مظهر / هيئة | personality | شخصية . |
| problem | مشكلة المشاهدة | difference | اختلاف |
| connect | يربط - يتصل | remember | יַדֹּנֹצֹל ייייי יייי |
| friendly | ودود | | |

تبیرات وحروف جرهامة prepositions & prepositions

| | - ATTO PARE MANAGEMENT OF CONTROL OF | hosicialis enerits cad | a martinely also the think about the |
|-------------------------|---------------------------------------|--|--------------------------------------|
| play with | یلعب مع / ب | tellabout | يخبر عن |
| in pairs | في ثنائيات | write about | يكتب عن |
| look at | ينظر إلى | talk about | يتمدث عن |
| belong to | ينتمى إلى / يخص | a picture of | صورة لـ |
| | تسبق أيام الأسبوع بحر | on TV | على شاشة التليفزيون |
| | فى أيام الأثنين فى أيام الأربعاء S | on the radio | في الإذاعة / الراديو |
| Tuesdays | في أيام الثلاثاء | have a hobby | لديه هواية |
| work hard | يعمل بجد | has (| |
| clap for | يصفق من أجل | $\frac{\text{has}}{\text{have}}$ $>$ (got) = has | يمتلك/لديه have/ |
| arrive at | يصل إلى (مكان صغير) | watch a football mate | يشاهد مباراة كرة قدم 🖒 |
| That's true ! | هذا صحيح ا | help in the children | 's hospital |
| lt's great! | هذا عظيم ا | طفال | يساعد في مستشفى للأ |
| make a noise | يُحدث ضوضاء | proud of | فخور ہـ |
| away from | بعيدًا عن | for no money = for | free بلا مقابل مادی |
| think of / about | يفكر في | at the top of | في قمة |
| at home | | lots of = a lot of | کثیر من |
| (مکان) to (شخص) | يأخذ (شخص) إلى (مكان) | live in | يعيش مَى (مكان) |
| in the correct order | فى الترتيب الصحيح | live with | يعيش مع (شخص) |
| at the end of | فی نهایة | take + (time) | يستغرق وقت |
| stay in | يقيم في | It takes three hours to | reach Alexandria. |
| in the summer | في فصل الميث | feel + (صفة) | ِ يشعر ب |
| communicate with | يتواصل مع | - She feels happy. | |
| (be) right to + inf. | يكون محقًا في | come home | يعود للمنزل |
| find it difficult about | یجد صعوبة بشأن | a description of | وصيف اـ _ |
| move to | ينتقل إلى | stay strong | يظل قويًا |

answer to in Africa يسأل سؤال ask a question study hard train for + (aua) يتدرب لمدة have an English lesson get home | يأخذ / يدرس حصة لغة إنجليزية on school days at break اتحدث مع أصدقائي at break watch TV يتناول وجبة الغداء have lunch in the evening by train school starts at (وقت) عبدأ الدراسة في (وقت) school finishes at (وقت) لدراسة في (وقت) tell the time يخبر بالوقت حان وقت ... (It is time for (noun / inf. + ing It is time to + inf What day is it today? ما اليوم ؟ on the right على جهة اليمين on the other side of على الجانب الأخر من on a mountain على جبل take difficult journey to يقوم برحلة صعبة لـ يستغرق نفس الوقت take the same time say unkind things يقول أشياء غير طيبة listen to

يتبع القواعد المدرسية follow the school rules يجيب عن / إجابة لـ في قارة أفريقيا top gymnast یذاکر بجد أفضل لاعب جمباز يلغب ألعاب. play games have a busy day لديه يوم مزدحم بالعمل يصل للمنزل يذهب للنوم walk to school في أيام الدراسة يعشى للمدرسة في الفسحة بشاهد التلفاز help in the home في أوقات المساء يساعد في المنزل يستيقظ (في وقت ..) get up at بالقطار يوم نمطي بالنسبة لي typical day for me on a typical weekend في عطلة نماية أسبوع نموذجية around the world حول العالم work in groups يعمل في مجموعات work in pairs يعمل في ثنائبات go to the same school يذهب إلى نفس المدرسة arrive on time يصل في الوقت العجدد يساعد كلًا من الآخر 👚 help each other یذھب فی قاربہ ضیق طویل go in a canoe travel on a snowmobile يسافر / ينتقل في مركبة الجليد يستمع إلى

live a long way from on the timetable write a list live next to best wishes | يعيش بجانب / بجوار through the internet من خلال الإنترنت go shopping daily life يذهب للتسوق at the weekend What about you? ماذا عنك ؟ from Egypt من مصر do maths يحل مسائل الرياضيات talk on the bus يتحدث في الأتوبيس in bed في الفراش come to school يأتي للمدرسة easy for سملا أدأ look like يشبه know about يعرف عن play for يلعب لصالح / لأجل squash tennis play_ volleybail يلعب كرة الطائرة video games يلعب ألعاب الفيديو frightened of خائف من write in order يكتب بالترتيب

walk along في الجدول يمشى بطول / باستقامة يركب دراجة إلى العدرسة cycle to school يكتب قائمة أطيب التمنيات يتعامل مع الحاسب الآلي work with computer الحياة اليومية من دولة أخرى from another country في عطلة نعاية الأسبوع come home from school يعود للمنزل من المدرسة in a school uniform فی زی مدرسی end with ینتھی ہے send through يرسل خلال give money to يعطى مالًا لـ pick up يلتقط watch films يشاهد أغلامًا score goals يحرز أهداف quite short for قصير إلى حدٍ ما يلعب اسكواش (be) able to + inf. قادر على jump very high یاعب لعبة التنس يقفز عاليًا shout at يصيح في play 👡 يمارس رياضة > a sport twice a week مرتين في الأسبوع

| do art | يقوم بالرسم | on the island | على الجزيرة |
|-----------------|---------------|---------------------|------------------|
| has no time | ليس لديه وقت | make good decisions | يتخذ قرارات جيدة |
| get angry | يغضب | feel hungry | يشعر بالجوع |
| feel happy | يشعر بالسعادة | do things | يقوم بأداء أشياء |
| in a wheelchair | في كرسي متحرك | difficult for | صعب علی |
| different from | مختلف عن | make sure | يتأكد |
| travel around | يتجول حول | get things | يحصل على الأشياء |
| work on a boat | يعمل على مركب | far from home | بعيدًا عن المنزل |

Study these definitions الجرس هذه التعريفات

| twins | brothers or sisters of the same age and the same parents توام | | |
|----------------|---|-----------------------|--|
| voluntary work | work you do for no money (for free) | عمل تطوعي | |
| football match | a game of football | مباراة كرة قدم | |
| chess | a game for two people | لعبة الشطرنج | |
| band | a group of people who play music together | فرقة موسيقية | |
| drums | musical instruments which you hit to make a | ملبول noise | |
| aunt | your mum or dad's sister | عمة / خالة | |
| uncle | your mum or dad's brother | عم / خال | |
| grandmother | your mum or dad's mother | جدة | |
| brother | your parent's son | أخ | |
| sister | your parent's daughter | أخت | |
| cousin | your aunt and uncle's child (عمة / الخال / الخلالة) | ابن / ابنة (العم / ال | |
| parents | your mum and dad | الوالدين | |
| goats | animals that are like sheep | ماعز ہے۔ ا | |
| orphan | a child with no mother or father | يتيم | |
| city | a place with lots of houses and shops | مديئة | |

| attic | a room at the top of a house (سندرة / سقيفة (غرفة علوية في سطح المنزل |
|------------|---|
| gymnast | a person who does gymnastics لاعب جعباز |
| busy | spending a lot of time doing things مشفول |
| library | you can find a lot of books there مكتبة |
| playground | it's in a school. You play games there |
| bell | it rings when a lesson starts and finishes جرس |
| hall | it's a very big room for a lot of students and teachers قاعة / بهو |
| typical | means usual |
| a blog | is a website on which someone writes regularly. It is like |
| | an online diary مدونة على الإنترنت |
| brave | a person who is happy to do something dangerous شجاع |
| clever | a person who knows a lot ' ' ' ماهر |
| sensible | a person who makes good decisions عاقل/ حكيم |
| angry | We often get angry when we are unhappy about something |
| | غاضب |
| scary | مخيف / مرعب something makes you feel frightened |

تصریف اللفعال غیر المنتظمة Conjugation of Irregular Verbs

| Present | المضارع | الماضي Past | النصريف الثالث .P.P |
|------------|-----------|-------------|---------------------|
| draw | يرسم | drew | drawn |
| swim | يسبح/يعوم | swam · | swum |
| begin | يبدأ | began | begun |
| understand | يقهم | understood | understood |
| meet | يقابل | met · | met |
| choose | يختار | chose | chosen |
| give | يعطى | gave | given |
| build | يبنى | built | built |

Exercise on Vocabulary

Units (1, 2, 3)

1. Choose the correct answer from a, b, c or di

| 1 is th | ne language of Engl | and. | (WB page 85) | |
|--|-----------------------|-------------------------|---------------|--|
| a. French | b. English | c. Spanish | d. Scottish | |
| 2. When we hear the bell, we go to the school (SB page 14) | | | | |
| a. hill | b. hell | c. hall | d. hole | |
| 3. The word " | " means usua | al. | (SB page 14) | |
| a. unusual | b. typical | c. abnormal | d. strange | |
| 4. The children v | who live on the othe | er side of the lake, go | to school in | |
| ā | | | (SB page 18) | |
| a. car | b. canoe | c. bicycle | d. snowmobile | |
| 5. We use a mou | se in the | lesson. | (WB page 85) | |
| a. social studi | es | b. physics | | |
| c. computer s | tudies | d. maths | | |
| 6. Mohammed S | alah is very friendly | and he always talks to | his | |
| | | | (SB page 24) | |
| a. pans | b. bins | c. fins | d. fans | |
| 7. How | is the Cairo Tower | ? - It is 187 metres. | (WB page 87) | |
| a. long | b. tall | c. deep | d. much | |
| 8. A clever perso | on a lot. | | (WB page 89) | |
| a. eats | b. drives | c. knows | d. feeds | |
| 9. A brave perso | n is happý to do so | mething | (WB page 89) | |
| a. fun | b. strange | c. dangerous | d. bad | |
| 10. Something | makes you | feel frightened. | (WB page 89) | |
| a. afraid | | c. scary | d. terrified | |
| 11wo | rk is the work you d | lo for no money. | (WB page 73) | |
| a. Happy | b. Voluntary | c. Musical | d. Noisy | |
| 12. Cairo and Ale | xandria are big | | (WB page 75, | |
| a. mountains | b. countries | c. cities | d. lakes | |
| 13. Habiba Marzouk wants to her dreams and goes to the | | | | |
| Olympics. | | (7 O | (SB page 10) | |
| a. give | b. play | c. check | d. achieve | |
| | | | | |

14. As a top , Habiba trains very hard.

(SB page 10)

a. cleaner

b. mechanic

C. gymnast

d. farmer

15. Athletes work hard to

... their studies and their sport. (SB page 10)

a. balance

b. destroy

c. spell

d. bring

2 Important Structures

مراجعة على أهم القواعد اللغوية



صفات الملكية Possessive Adjectives



ان ا You أنتر / أبد me
you
him
her
it
us

my
your
his
her + noun
its
our
their

mine
yours
his
hers
ours
theirs

We use possessive adjectives to show that something belongs to

· تستخدم صفات الملكية لتبين أن شيء ما يخص شخص ما :

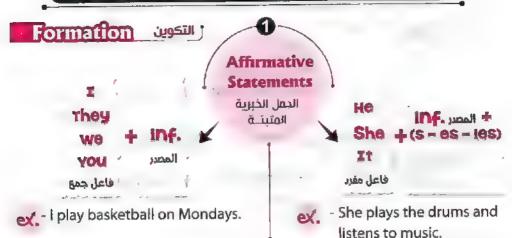
-This is my family.

ρm

- Our grandma is 64.
- Sama has a dog. Its name is Roy.

They

زمن المضارع البسيط The Present Simple Tense



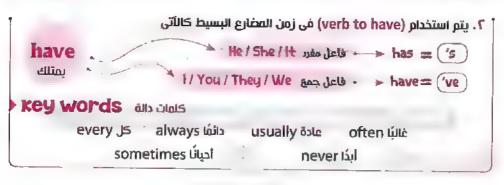
- أ. يضاف للفعل (s) مع القاعل المفرد الغائب (He / She / It).
- ex. -Hazem loves football.
 - بناف للفعل (es) مع الفاعل المفرد الغائب (He / She / lt) إذا كان منتهيًا
 بناف للفعل (es) مع الفاعل المفرد الغائب (ss, ch, sh, o, x)
- ex. -My dad watches football matches on TV.
 - "ا. يضاف للفعل (ies) مع الفاعل المفرد الغائب (He / She / It) إذا كان منتهيًا بـ (y) مسبوقة بحرف ساكن ويحذف حرف (y) :
- ex. Marwa studies English on Fridays.

للحيظ أن 🤃

لاحــظ أن :

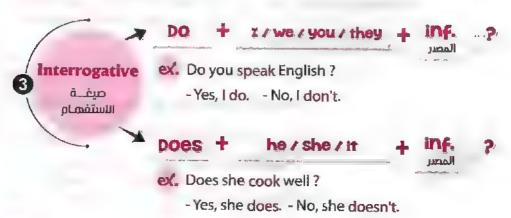












للحيظ حذف حرف (s) من الفعل عند السؤال بـ (Does).

(b) Wh-question : : ماه السؤال بكلمة الستفهاء : ماه السفهاء + طمة الستفهاء + المعبر + المعبر المعبر المعبر - Where do you go on holidays ?
- Where does she go on holidays ?

النستخدام Usage النستخدام

◄ يستخدم زمن المضارع البسيط للتعبير عن :

- ا. الحقائق (facts) خاصة الحقائق العلمية والقوانين والحقائق المرتبطة بالكون والطبيعة :
- ex.: The sun rises in the morning.
 - ٢. عادات وأحداث متكررة (habits & repeated actions) :
- ex.: I sometimes read stories.
 - She plays the drums in a band every week.



- تستخدم ظروف التكرار مع زمن المضارع البسيط للتعبير عن عدد مرات تكرار فعل ما :
- et. We often get up at 6 o'clock.
 - طُروف التَكرار تأتي قبل الفعل الأساسي وبعد (verb to be) :
- I never go to school on Fridays.
 I'm never late for school.

كم مرة؟ ? مصر الفعل + فاعل + (do / does) + فاعل + inf.

- تستخدم للسؤال عن عدد المرات التي يتكرر فيها فعل ما وللإجابة نستخدم ظروف انتكرار :

always - sometimes - usually - often - never

- ex. How often do you help others?
 - * I always help others.
 - How often does she listen to music?
 - * She never listens to music.

Possessive ('s) الملكية ('s)

تستخدم (s') الملكية في الحالات الأتية :

- 🚹 تستخدم عادة مع الأسماء المفردة من الكائنات الحية (الأشخاص الحيوانات).
- ext. Lamia's pen.
 - Mum's name.
 - Ali's car.
 - آ تستخدم ('s') مع الأسماء الجمع المنتهية بـ(s-) من الكائنات الحية (الأشخاص الحيوانات) ونكن بوضع الفاصلة المليا (') فقط بعد (s).
- friends' books horses' legs
 - 🔐 تستخدم (s') مع الأسماء الجمع غير المنتظمة (غير المنتهية بـs-).
- حقائب السيدات bags دقائب السيدات
 - مستشفى اللطفال children 's hospital مستشفى اللطفال
 - ئستخدم (٤٠) مع الوظائف للإشارة لمكان العمل.
- المخيز the chemist's الصيدلية the baker's المخيز

 لا تستخدم (٤٤) مع أسماء الحماد. ex. - supermarket park - computer screen) يمكن استخدام (belong to) بدئًا مِن (s) الملكية للتعبير عن الملكية. This is Lamia's car. = This car belongs to Lamia. Unite (A) have / has got oaic / aual / ellag. I / We / You / They → have got اسم حمع ex. They have got dark hair. **Affirmative** statements He / She / It الجول الحبرية has got ('s 901) المثبتة اسم مفرد ex. She has got curly hair. I / We / You / They → have not got = (haven't) got اسم جمع ex. They have not (haven't) got glasses. **Negative** statements الجمل الحبرية → has:not:got = (hasn't) got أسم مفرر المنصة ex. My brother has not (hasn't) got straight hair. ex". - Has he got glasses? Yes, he has. No, he hasn't. Interrogative صبغةالاستفصام - Have they got dark hair? ex. * Yes, they have. * No, they haven't.

(B) can / can't ويستطيع / ال يستطيع / ال

Expressing ability and inability

التَّعبير عن المُدرة وعدم المُدرة Subject → can / cannot (can t) مصدر الفعل + inf. مصدر الفعل

- ex. We can give money to help poor people.
 - Alaa can't pick up that box.

للحيظ أن :

تستخدم (be able to) بمعنى (قادر على) للتعبير عن القدرة أيضًا.

can + inf. = am / is / are + able to + inf.

ex. She is able to swim.

can't + inf. = am / is / are + not able to + inf.

ex. They aren't able to speak Frensh.

like / love /don't like / doesn't like don't like //
doesn't like

(inf. + ing / noun)

ex. - I love football.

- Ali likes watching football matches.
- Salma doesn't like tennis.
- They don't like building models.

Interrogative في السؤال Do dela + like / love ?

- ex.
- Do you like listening to music?
 - Yes, I do.

- No, I don't.
- ex. Does he like swimming?
 - Yes, he does.

- No, he doesn't.

Exercise on Structures Units (1, 2, 3)

| _ | Daniel | | All the second sections and the | Aller and | الأسريم المرجوب | I | named and |
|---|--------|-----|---------------------------------|-----------|-----------------|------|-----------|
| | Redu | ano | | | | 1112 | words: |

| 1. This is my friends book. | () |
|--|-----------|
| 2. This car is my. | , () |
| 3. Look at the children toys. | () |
| 4. Ali has a car. Their colour is red. | () |
| 5. The girl usually watched the film on TV. | () |
| 6. Does they go to school on foot? | (|
| 7. This is the teachers room. | () |
| 8. She have got a new bag. | (= = ,=.) |
| 9. He wakes up sometimes late. | (=== =.) |
| 10. You can find a lot from books in the library. | () |
| 11. How fast can you running ? | · (,) |
| 12. He doesn't love play computer games. | () |
| 13. Does he like computer games ? - Yes, he do . | () |
| 14. Her hair are curly. | ···· () |
| 15. Have they get pencils? | (,) |
| 16. I don't like <u>made</u> models. | , () |

(3) Important Language Functions

أهم الوظائف اللغوية

Talking about your family التحدث عن عائلتك

| و الله عاد 1. My dad's name is | |
|---|---------------------------|
| 2. My mum's name is | She is layer |
| 3. My brother's name is | عمره . He is اسم اللخ |
| 4. My sister's name is اللَّذِيِّةِ على اللَّهِ اللَّلْمِ اللَّهِ الللَّهِ اللَّهِ الللَّهِ اللَّهِ اللَّهِ الللَّهِ اللَّهِ اللَّهِ اللَّهِي الللَّهِ الللَّهِ اللَّهِ الللَّهِ الللَّهِ اللَّهِ الللَّهِ ال | عمرها . She is اسم ا |
| 5. My (mother / father) is | a/an <mark>ëòubo</mark> . |

2 Asking and Answering questions توجيه أسئلة والرد عليها

Questions (2)

Answers @

· Do you listen to music?

صل تستمع إلى الموسيقي ؟

- Yes, I do.

Does she play chess?

هل هي تلعب الشطرنج ؟

- No, she doesn't.

Asking and answering questions about a friend or a person توحيه أسئلة وإجاباتها عن صديق أو شخص

Questions (

Answers 🗸



What is her / his name?

ما اسمحا أو اسمه ؟

- She / He is ... الاسم

How old is she / he?

ما عمرها أو عمره ؟

- السن: أو العمر ... She / He is ...
- Where does she / he live?

این هی او هو یعیش ؟

- She / He lives in ... اسم المكان
- Who is her / his best friend?

من هو أفضل صديق لها أو له ؟

 Her / His best friend is ... اسم أفضل صديق / صديقة

What is her / his favourite?

ما هو المعضل لها أو له ؟

- Her / His favourite is ...
 - الوقضل له/لها

What are her / his hobbies?

ما هي هواياتها أو هواياته ؟

Her / His hobbles are ...

هوایاتها/هوایاته هی

4 Asking and answering about school and timetable السؤال عن المدرسة والجدول المدرسي والبِّجابة عليهم.

Questions (2)

- What subjects have we got today? ما المواد الدراسية التي لدينا اليوم ؟
- What is your favourite subject? وا هي المادة المفضلة بالنسبة لك ؟
- Are you good at languages?

هل أنت جيد في اللغات ؟

- Who is our English teacher this year? من هو مدرسنا لمادة اللغة الإنجليزية هذا العام ؟
- When have we got English? مِتَى نَدرِس مِادة اللغة الإنجليزية ؟
- What time is the break?

ما وقت فترة الاستراحة ؟

Answers C

- We have got computer studies and لدينا مادة الحاسب الألى والعلوم .science
- like science.

أحب مادة العلوم.

- I'm quite good at English, and I'm not bad at French. إلى حد ما أنا جيد في اللغة الإنجليزية ولست سيئًا في وادة اللغة الفرنسية.
- It is Mrs Amal.

انها الأستاذة أمل

It is after break.

رعد فترة الاستراحة.

- It is from quarter past ten to half past ten.

انه من الساعة العاشرة والربع حتي الساعة العاشرة والتصف. الأوااة

XETCISE on Language Functions

Units (1, 2, 3)

Complete the following dialogue:

1. A son is talking to his father.

: I've a busy day today.

Father: Why! (1) day is it today? : (2) is Tuesday. I've 8 lessons. Father: What (3) do you have today? Son : I (4) Arabic, maths and science. Father: Did you (5) your homework?

Son : No, I didn't.

Father: I'll help you with your homework.

: Thank you, dad. Father: You're welcome.



2. Soha and Samar are talking about Samar's uncle,

Soha: What's your uncle's name?

Samar: He's Omar.

Soha: (1) does he live?

Samar: In Sharkia.

Soha: What does he do?

Samar: He works as a (2)

Soha: Where does he work?

Samar : He works at (3)

Soha: (4) do his pupils like him?

Samar: Because he is very (5)



Units (1, 2, 3)



| | | A. Liste | ning | |
|---|------------------------|-----------------|----------------|--------------|
| 1 | . Listen and choose | the correct ans | wer from a, b, | cord: |
| | 1. Helmi's favourite s | subject is | | |
| | a. maths | b. English | c. history | d. Arabic |
| | 2. Helmi isn't good a | t | | |
| | a. reading | b. studying | c. running | d. drawing |
| | 3. Helmi likes | | | |
| | a. swimming | b. cycling | c. football | d. vollybali |
| | 4. Helmi goes swimn | ning | | |
| | a. twice a year | b. twice a we | ek | |
| | c. twice a day | d. twice a mo | nth | |
| | | B. Language | Functions | |
| _ | | | | |

2. Complete the following dialogue:

| | are are remaining a land gare . |
|-------|---|
| Marwa | : What are you doing ? |
| Ali | : I am using my (1) . phone. |
| Marwa | : Why? |
| Ali | : To (2)an emaîl. |
| Marwa | : Can you (3) a selfie ? |
| Ali | : Yes. I'll send you one of my (4) |
| Marwa | : Do you watch videos on your mobile ? |
| Ali | : Sometimes. |
| Marwa | : (5) do you like to watch ? |
| Ali | : Mohamed Salah's football matches of course. |
| | |

C. Reading Comprehension

3. Read the following, then answer the questions:

I'm Nada. I'm from Hurghada by the Red Sea. I'm in preparatory one at school. My favourite subjects are science and home economics. We have science and maths in the first lesson every day, but we only have

home economics on Tuesday. I always do my homework before I have dinner. I usually have a shower and surf the internet on my mobile phone. I sleep at 10:00 p.m

| a. Answer the fol | lowing question | ns: | | | |
|---|------------------------------------|--------------------|----------------|--|--|
| 1. What is the m | ain idea of the p | assage ? | | | |
| ., ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | | | | | |
| 2. When does N | ada go to bed? | | | | |
| 3. Do you think | Nada is a hardwo | orking student?V | | | |
| b. Choose the co | | ma,b,cord: | , | | |
| 4. Nada is in | one . | | | | |
| a. preparator | y b. nursery | c. secondary | d. primary | | |
| 5. Hurghada is k | by the | | | | |
| a. River Seine | b. River Nile | c. Red Sea | d. Lake Nasser | | |
| 6. Home econor | mics is a school | 114 b 1 01120000 W | | | |
| a. work | b. meal | . c. subject | d. object | | |
| | D. Vocabular | y & Structure | . 1 | | |
| Choose the corre | ect answer fron | na,b,c ord: | | | |
| 1. My is r | my father or mot | her's sister. | | | |
| a. uncle | b. aunt | c. daughter | d. son | | |
| 2. " are | your parents. | | | | |
| a. Son and daug | | b. Mum and da | -1 -1 | | |
| c. Cousin and u | ncle | d. Brother and | sister | | |
| 3. The boys are go | ing to the cinem | a with r | nother. | | |
| a. their | b. her | c. his | d. its | | |
| 4. The baby girl is | | | | | |
| | b. her | | d. hers | | |
| 5. My father | | | | | |
| a, always does | b. does always | c. go never | d. never go | | |

| 6 | 5. Swimming is my | /hobb) | . I like it very mud | :h. |
|-----------------|---|------------------------------|---|---|
| | a, expensive | b. favourite | c. worst | d, fast |
| 7 | 7. Some pupils stu | dy . to n | nake some shows. | |
| | a. social studies | | b, computer st | udies |
| | c. science | 4- | d. drama | |
| 8 | 3. Mona has a. blond | hair. It's not s b, curly | traight. c. long | d, short |
| | | | | |
| 2 | Mohammed Sal a. drama | 40.0 | c, cenima | d. sports |
| 10 | 0. Mai helps in a c | hildren's hospital | for free. She likes | work. |
| | a, voluntary | b. school | c, easy | d, writing |
| 5. _F | Read and correc | t the underlined | d words : | |
| | . We buy our new | | | () |
| 2 | . Who pencil is th | is? - It's mine. | | () |
| 3 | . He is strong. He | can't use his arm | • | () |
| 4 | . Do you got a mo | obile phone ? | | () |
| | | E. Wr | riting | |
| 6.1 | Write a paragrapi | | 0 | |
| •., | write a paragrapi | "Rules of | | |
| | | Rules Of | school | |
| | *************************************** | | | *************************************** |
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Ceneral Revision

based on Units 4, 5 & 6



Important Vocabulary

مراجعة على أهم المفردات اللغوية

Unit Four.

| technology | تكنولوحيا | tablet | كمبيوتر لوحى |
|-----------------|----------------------|--------------|------------------|
| charger | شاحن ، | whiteboard | سبورة بيضاء |
| laptop computer | كمبيوتر محمول | put up | يرفع |
| mobile phone | تليفون محمول | conversation | محادثة |
| mouse | الفأرة | puzzle | لغز |
| MP3 player | مشغل الملفات الصوتية | wave | يلوح بيده / موجة |
| printer | الطابعة | action | حدث |
| mime | يقلد / يومئ | insects | حشرات |
| eagle | نسر | nature | الطبيعة |
| without | يدون ط | instructions | تعليمات |
| kettle | غلاية ، ۱۰۰۰ | boil . | يفلی، ؞؞، |
| person | شخص | secret | سر |
| heading | عنوان رئيسي | subheading | عنوان فرعى |

Unit Five

| cave | كمف ' . | hotel | فندق |
|--------------------|--------------|----------|--------------|
| forest | غابة | course | دورة تدريبية |
| jung le | أدغال | project | مشروع |
| waterfall | شلال | dolphin | دولفين |
| activity | نشاط | response | رد |
| mountain | جبل | postcard | بطاقة بريدية |
| souvenir | هدية تذكارية | emotion | عاطفة |

| castle | قلعة , | tourist | سائح ,,, |
|---------------|------------|------------------|-------------------|
| view | منظر طبيعى | expression | تعبير |
| culture | ثقافة | sandals | صندل (حذاء مفتوح) |
| advertisement | إعلان | the Eiffel Tower | ربرج إيڤل |

Unit Six

| | . Re | | |
|--------------|---------------|---------------|----------------------|
| olives | زيتون | rice pudding | ارز بلبن |
| salad | 2blu | ingredients | مكونات |
| meat | لحم | equipment | معدات |
| raisins | زبيب | cinnamon | قرفة |
| hummus | حمص (طحينة) | saucepan | طاسة للطبخ |
| introduction | مقدمة | delicious | لذيذ |
| tagine | طاجن | stew | الطهي على نار هادِثة |
| spices . | توابل | pasta | مكرونة |
| fizzy drinks | مشروبات غازية | wonderful | راثع |
| customer | زيون | kunafa | كنافة " |
| waiter | جرسون . | chicken pizza | بيتزا بالدجاج |
| basbousa | بسبوسة | sand castle | قلعة رملية |
| special food | طعام خاص | share | يتقاسم / يشارك |
| password | كلمة سر | recipe | وصفة للأكل |
| feseekh | الفسيخ | | |

آئیپیرات وحروف جر هامه Important expressions & prepositions

| on his desk | على مكتبه | play online | يلعب متصلأ بالإنترنت |
|------------------------|---------------------|-------------------|--------------------------|
| make chess pieces | يصنع قطع الشطرنج | at the moment | في هذه اللحظة |
| charge with | يشحن پاستخدام | easy to use | سهل الاستخدام |
| look for information | يبحث عن معلومات | design an icon fo | يُصمم أيقونة ك r |
| take a selfie الأمامية | يلتقط صورة بالكامير | write an email , | يكتب رسالة بريد إلكتروني |

| tap on the icon write with make questions put my hand up have to + inf. مصدر aged 13 put in the correct order make a cup of tea think about / of the rest of stay safe keep secret look interesting ask for help answer a phone call from turn on That's a great photo final auged at ext message in a great auged a | | |
|---|------------------------|----------------------|
| make questions put my hand up have to + inf. مصدر المعدد المعد | tap on the icon | ينقر على الأيقونة |
| put my hand up have to + inf. مصدر الله يجب أن take photos of aged 13 put in the correct order شغ في الترتيب الصحيح make a cup of tea think about / of the rest of stay safe keep secret look interesting ask for help answer a phone call from turn on That's a great photo i hat a wideo call pick on the icon make a video call secue deta which send a text message we serve look inderesting i make a video call send a text message i do computer studies homework u deta look click on the icon make a video call send a text message i do computer studies homework u cire lucion do computer studies homework u cire lucion do like + (to + inf) i do like + (to + inf) | write with | یکتب باستخدام |
| have to + inf. مصدر الديب المعدد علي المعدد علي المعدد ال | make questions | يكون أسئلة |
| take photos of aged 13 put in the correct order صغ في الترتيب الصحيح make a cup of tea chink about / of the rest of stay safe keep secret look interesting ask for help answer a phone call from turn on That's a great photo lick on the icon make a video call yer all a text message yer all computer studies homework guét / up a lick answer a phone call from turn on That's a great photo guét / up a lick | put my hand up | أرفع يدى |
| aged 13 put in the correct order public ask acup of tea public answer of tea public answer a phone call from public answer of the icon public answer or phone public answer or | مصدر .have to + inf | يجب ان |
| put in the correct order منع في الترتيب الصحيح make a cup of tea يغد كوب من الشاي think about / of ينفكر في the rest of stay safe keep secret look interesting ask for help "" ask for help "" "" turn on That's a great photo ينقر على الأيقونة من That's a great photo الما صورة رائعة فيديو send a text message يرسل رسالة نصية do computer studies homework يرفي واجب مادة الحاسب الألي "d like + (to + inf) " pass dim الشاي الشاي المناف المنا | take photos of | يلتقط صور الـ |
| make a cup of tea يعد كوب من الشاي think about / of يفكر في يفكر في يفكر في يفكر في يفكر في the rest of الباقي من الشاي مثل stay safe لعبقي المثاني المثاني يعدا الفظ على السر يعدا الفظ على السر يعدا الفظ المثاني والغ / شيق ask for help "" """ """ """ """ """" """" """""""" | aged 13 | يبلغ عمره ١٣ عام |
| make a cup of tea think about / of gain about / of the rest of stay safe keep secret look interesting ask for help answer a phone call from turn on That's a great photo jiah صورة رائعة منادة الحاسب الألي المحافدة على الأليد مناعدة المحافدة الحاسب الألي المحافدة الحاسب الألي المحافدة الحاسب الألي الألي المحافدة الحاسب المحافدة المحافدة الحاسب المحافدة الحاسب المحافدة المحافدة الحاسب المحافدة المحا | put in the correct ord | ler |
| think about / of the rest of stay safe keep secret look interesting ask for help answer a phone call from turn on That's a great photo انها صورة رائعة المناف على الأيقونة المناف على الأيقونة المناف على الأيقونة المناف فيديو send a text message يرسل رسالة نصية do computer studies homework يؤدى واجب مادة الحاسب الألي يرخب / يود أن the rest of | يح | ضع في الترتيب الصد |
| the rest of stay safe keep secret look interesting ask for help answer a phone call from turn on That's a great photo انها صورة رائعة click on the icon make a video call yer, مكالمة فيديو send a text message yer, مادة الحاسب الألي 'd like + (to + inf) | make a cup of tea | يُعد كوب من الشاي |
| stay safe keep secret look interesting ask for help ''' '''' '' ''' ''' ''' ''' ''' ''' ' | think about / of | يفكر في |
| keep secret المحافظ على السر المدافظ على السر المدافع / شيق ask for help المحافدة المحافدة على المالب مساعدة المحافدة المدافئة على المحافظ المحاف | the rest of | الباقى من |
| الملاب هساعدة الحاسب الألى ask for help الملاب هساعدة الحاسب الملاب هساعدة الحاسب الألى answer a phone call from الملاب هساعدة تليفونية من الملاب على مكالمة تليفونية من الملاب على الأيقونة الملاب الأيقونة الحاسب الألى واجب مادة الحاسب الألى 'd like + (to + inf) | stay safe | يبقى آمنًا |
| ask for help مطلب هساعدة الحاسب الألي answer a phone call from turn on يشفل جهاز يشفل جهاز المعاقبة تليفونية من That's a great photo ينقر على الأيقونة الما صورة رائعة ينديو ينقر على الأيقونة الما معالمة فيديو send a text message يرسل رسالة نصية do computer studies homework يؤدى واجب مادة الحاسب الألي 'd like + (to + inf) | keep secret | يحافظ على السر |
| answer a phone call from turn on إنها صورة رائعة That's a great photo إنها صورة رائعة click on the icon ينقر على الأيقونة make a video call يرسل رسالة نصية send a text message يرسل رسالة نصية do computer studies homework يؤدى واجب مادة الحاسب الآلي 'd like + (to + inf) | look interesting | يبدو رائع / شيق |
| يرد على مكالمة تليفونية من turn on إنها صورة رائعة That's a great photo إنها صورة رائعة click on the icon ينقر على الأيقونة ينقدى واجب مادة الحاسب الآلي يزغب / يود أن turn on ينقدى واجب مادة الحاسب الآلي 'd like + (to + inf) | ask for help 🗥 🗥 | يطلب مساعدة 👚 |
| turn on يشفل جهاز That's a great photo إنها صورة رائعة click on the icon ينقر على الأيقونة ' make a video call يُجرى مكالمة فيديو send a text message يرسل رسالة نصية do computer studies homework يؤدى واجب مادة الحاسب الآلي 'd like + (to + inf) | answer a phone call f | rom |
| That's a great photo إنها صورة رائعة click on the icon ينقر على الأيقونة make a video call يُجرى مكالمة فيديو send a text message يرسل رسالة نصية do computer studies homework يؤدى واجب مادة الحاسب الآلي 'd like + (to + inf) | انية من | يرد على مكالمة تليفو |
| click on the icon ينقر على الأيقونة م make a video call يُجرى مكالمة فيديو يوسل رسالة نصية send a text message يرسل رسالة نصية do computer studies homework يؤدى واجب مادة الحاسب الآلي 'd like + (to + inf) | turn on | يشفل جهاز |
| make a video call يُجرى مكالمة فيديو send a text message يرسل رسالة نصية do computer studies homework يؤدى واجب مادة الحاسب الآلي 'd like + (to + inf) | That's a great photo | إنها صورة رائعة |
| send a text message يرسل رسالة نصية do computer studies homework يؤدى واجب مادة الحاسب الآلي 'd like + (to + inf) | click on the icon | ينقر على الأيقونة |
| do computer studies homework يؤدى واجب مادة الحاسب الآلي 'd like + (to + inf) | make a video call | يُجرى مكالمة فيديو |
| يؤدى واجب مادة الحاسب الآلي يرغب / يود أن d like + (to + inf) | send a text message | يرسل رسالة نصية |
| 'd like + (to + inf) يرغب / يود أن | do computer studies | homework |
| | سي، الآلي | يؤدى واجب مادة الحا |
| on my phone على هاتفي | 'd like + (to + inf) | يرغب / يود أن |
| | on my phone | على هاتفي |

| do a hobby | يمارس هواية |
|----------------------------|-------------------------|
| near my house | بالقرب من منزلي |
| take notes | يدون ملاحظات |
| my laptop | على اللاب توب |
| onmy mobile pho | على هاتفى |
| give instructions | يعطى تعليمات |
| tap the messages icon | انقر على أيقونة الرسائإ |
| Say hello! | قل مرحبًا |
| the most popular drink | المشروب الأكثر شيوعًا |
| make friends | يكون صداقات |
| personal information | معلومات شخصية |
| send photos to | يُرسل صورًا إلى |
| worried about | قلق بشأن |
| easy to read | سهل القراءة |
| take out | يُخرج |
| on the beach | على الشاطئ |
| see a camel | یری جملا |
| have + (وجرة) | يتناول (وجبة) |
| do a project | ينفذ مشروع |
| go on a holiday | يذهب في أجازة |
| get to school | يصل للمدرسة |
| from the top | من القمة |
| have a great holiday | يقضي أجازة رائعة |
| have a wonderful time | يقضى وقتًا ممتعًا e |

| at the same time | في نفس الوقت | n |
|------------------------|--------------------------|---|
| at the market | في السوق | t |
| go with | يذهب مع | İ |
| How exciting ! | كم هذا مثير ! | ٧ |
| Oh!dear! | يا للمول ا، | T |
| Oh no! | . 17 | t |
| Wow! | يا للروعة ا | k |
| see you soon ! | أراك قريبًا ! | f |
| (have) a view of the o | يطل على المدينة ity: | 9 |
| on the river | فى النهر | C |
| What a pity! | يا للحسرة / يا للأسف ! | r |
| How interesting! | يا له من شيء شيق ا | 9 |
| What kind? | ما نوع ؟ | k |
| end in ., | ينتمي بـ | 1 |
| make (food) for | يعد الطعام ل | 2 |
| in bold | بخط غامق (واضح) | 2 |
| recipe for | وصفة لـ ' | f |
| on top | على قعة | ı |
| that's fun | إنه ممتع | (|
| by the lake = next to | بجوار البحيرة the lake: | (|
| make an advertiseme | يصنع إعلانًا لـ ent for | ١ |
| find out | يكتشف | |
| stay at | يُقيم في | 1 |
| come from + (بيد) | یأتی من (بلد) | |
| from all around the | world | 1 |
| = from all over the v | vorld | |
| | من جميع أنحاء العالم | 1 |

| | make a list | يضع قائمة |
|---|------------------------|----------------------|
| | the view of | منظر اـ |
| | in Arabic | باللغة العربية |
| | walk on the grass | يسير على الحشائش |
| | That's interesting! | هذا مثير للأهتمام |
| | take turns | يتبادل الأدوار |
| | back from | يعود من |
| | for example | على سبيل المثال |
| , | go on a boat trip | يذهب فى رحلة بالقارب |
| | on the top | علي القمة |
| | next to | بجائب |
| | give examples | يعطى أمثلة |
| 1 | bath time | وقت الاستحمام |
| ! | It's quick to cook | إنها سريعة الطبخ |
| ! | a cup of water | فنجان ماء |
| | a teaspoon of cinnal | ملعقة من القرفة mon |
|) | for 20 minutes | لمدة عشرون دقيقة |
| | It's (easy) to (make). | سملة التحضير |
| ļ | decide to + (inf.) | يقرر أن |
| 3 | cook (something) w | |
| | | يطهو شيء مع شيء آذ |
| į | It's the best way to . | _ |
| 1 | It's Ok to | لا باس ان |
| 1 | even with | حتي مع |
| 1 | It's a good idea to | إنها فكرة جيدة أن |
| | give advice on | يعطى نصيحة بشأن |
| 9 | catch fish | يصطاد سمك |
| | | |

| look very nice | تبدو لطيفة جدًا | Be careful! | احترس / احذر |
|---|------------------------|---------------------|-----------------------|
| look out of the window | ينظر من الشباك | a glass of milk | كوپ من اللبن |
| The part we enjoyed mo عنا به کثیرًا | st الجزء الذي استعة | lt's amazing. | إنه رائع / مذهل |
| L E = Egyptian pound | جنیه (مصری) | kind of | نوع من |
| Here your are! | تفضل ! | look after | يعتني ب |
| put into bowls | يضع في اوعيا | have fish with rice | يتناول السمك مع الأرز |
| دی lt's not my favourite | ليست المفضلة ل | come to | يصل إلى |
| for the whole family | للأسرة بأكملها | different than usua | مختلف عن المعتاد |
| stop eating (something) شیء نھائیّا | يتوقف عن تناول | go back to | يعود إلى |
| pieces of | مَطع من | see a doctor | يزور الطبيب |

ادرس هذه التعريفات Study these definitions

| - secret | something you do not want to tell people about | سر |
|----------------|---|----------------|
| - technology | computers and mobile phones are examples of | تکنولوچیا this |
| - password | a word or numbers you use to go onto a website | کلمة سر |
| - jungle | a mass of thick trees | أدغال |
| - waterfall | an area in which river water falls down from a high | شلال place |
| - cave | a natural hole in a hill, a cliff or mountain | كمف |
| - camp | sleep for a time in a tent | معسكر |
| - castle | a big, strong building from the past | قلعة |
| - dolphin | a friendly sea animal | درفيل |
| - souvenir | something you buy to remember a holiday | مدية تذكارية |
| - view | what you can see from a place | منظر طبيعي |
| - holiday flat | a place to stay for a holiday ازة | شقة لقضاء الأج |

تصريف الأفعال غير المنتظمة Conjugation of Irregular Verbs

| Present | المضارع | Past الماض | P.P. غالثا سايمنا |
|---------|---------|------------|-------------------|
| send | يرسل | sent | sent |
| buy | يشترى | bought | bought |
| tell | يخبر | told | told |
| keep | يحافظ | kept | kept |
| read | يقرأ | read | read |
| eat | ياكل | ate | eaten |
| drink | يشرب | drank | drunk |
| come | يأتى | came | come |



1. Choose the correct answer from a, b, c or d:

| 1. Kosnari is very | | | | | |
|--|-----------------------|----------------------|-------------|--|--|
| a. kind | b. ugly | c. dirty | d. popular | | |
| 2. Tagine is a | with meat, vege | tables, fruit and sp | ices. | | |
| lt's amazing. | | | | | |
| a. style | b. stick | c. stew | d. steak | | |
| 3.1 like this rice p | udding recipe because | there aren't many | in it. | | |
| a. equipment | b. ingredients | c. machines | d. subjects | | |
| 4. Cakes and cho | colate have a lot of | and sugar. | | | |
| a. vegetables | b. spices | c.meat : | d. fats | | |
| 5. The name tagine comes from the cooking for this meal. | | | | | |
| a. pot | b.pin | c.bin | d. pan | | |
| 6. A place to stay in for a holiday is a holiday | | | | | |
| a hospital | b. factory | c.office | d.flat | | |

| 7. | We a | picnic in Al Azhar Park | • | | |
|-----|---|-------------------------|-----------------|---------------|--|
| | a. had | b. gave . | c, took | d. brought | |
| 8. | In Siwa, we saw | camels and slept in a | in the de | esert. | |
| | a. box | b. ball | c. tent | d. bin | |
| 9. | When the wind | stopped, we | on a boat trip. | | |
| | a. went | b, had | c. gave | d. did | |
| 10. | What a pity! My | y favorite team | 0-5! | | |
| | a. lost | b. won | c. hurt | d. escaped | |
| 11. | 11. Don't . photos to people you don't know. | | | | |
| | a. receive | b. send | c. set | d. say | |
| 12. | A blog is an onl | line | | | |
| | a. dear | b. diary | c. dairy | d. deer | |
| 13. | on th | ne icon on your laptop. | | | |
| | a. Pick | b. Kick | c. Click | d. Clock | |
| 14. | 14 the icon on your mobile phone to open the application. | | | | |
| | a. Click | ь. Тар | c. Tab | d. Tag | |
| 15. | They used a | to make a plast | ic model. | | |
| | a. key | b. washing machine | c. mobile phone | d. 3D printer | |





زمن المضارع المستمر The Present Continuous

التكوين Formation



فى الوقت الحالى

at present

على الزون

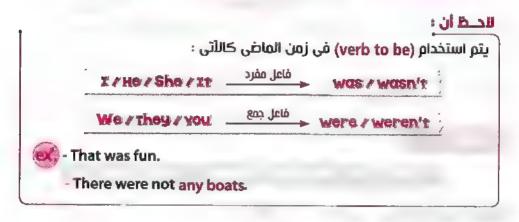
الاستخدام Sage الاستخدام يعبر عن شئ يحدث الأن في وقت الكلاو. ex: - She is watching TV. now. **Imperative** صغة الأور **Imperative** ضيغة الأمر الامر المنفى الامر المثبت مصر الفعل. .Don't + inf باقى الجملة. 🕂 محرر الفعل 👫 🏋 ex. - Boil the water. - Don't play on your phone. - Don't talk to people you - Open the door. don't know. n Unita The Past Simple Tense زمن الماضي البسيط Formation ر التكوين **Affirmative** Statements الحمل الخبرية الوثينية Subject deldi التحريف الثانى للفعل (أ) الأفعال المنتظمة : (a) Regular verbs : € الفعل المنتمى : invite -> invited +dو (بعض الأفعال) carry -> carried + ied y + (حرف ساكن) stay -> stayed + ed y + (حرف متحرك) (حرف ساکن پسبقه حرف وتحرك) ed + يضاعف الحرف اللَّذير stop -> stopped بعض الأفعال لا يضاعف الحرف الأخبر بها visit -> visited + ed

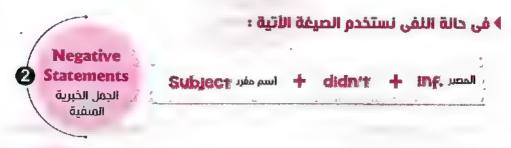
(b) Irregular verbs :

(ب) الأفعال غير المنتظمة :

مناك أفعال غير منتظمة لا تتبع هذه القاعدة مثل :

| الفعل | الماضي | الفعل | الهاض |
|----------|-----------|---------|-------|
| cut . | cut | - put | put |
| eat , | ate found | drink | drank |
| swim 'ab | b: swam | .bih gö | went |
| sleep | slept | ride | rode |





- e. Rana didn't study her lessons yesterday.
 - I didn't send an email to my friend last week.
 - She didn't go to the beach.

(a) Yes/No questions:

أ) السؤال بـ "منل" :

أى حالة الإستفهام باستخدام بـ «ها.» :





ex. - Did you clean the car?

- Yes, I did.

No, I didn't.

(ب) السؤال باستخدام كلمة استفهام : : b) Wh-questions)

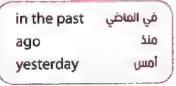
أما في حالة الإستفهام باستخدام كلمة استفهام نستخدم الصيغة الآتية :



ex. - Where did you go on holiday?

- What did she eat?

كلمات دالة Key words





الاستخدام Usage

♦ يستخدم الماضي البسيط للتعبير عن حدث بدأ وانتهى في زمن الماضي.

ex .: - Nada travelled to Luxor last week.

- We went by train.

Unit Countable nouns الأسماء التي (تعد) لها (مفرد وجمع). • اللسم المفرد الذي (يُعد) يسبق بأداة نكرة (a/an).

Countable and uncountable الأسماء الني تُعد والتي لا تُعد

Uncountable nouns

- الأسماء التي لا تُعد (ليس لها جمع) وتعامل معاملة المفرد،
- الأسم المفرد الذي (لا يُعد) لا يُسبق باداة نكرة (a/an).

ماء

نقود

سکر أخبار

لبن

| an apple | تعاحة | apples | hummus | حمص (طحينة) | water |
|----------|------------|----------|-----------|-------------|-------|
| a potato | ثمرة بطاطس | potatoes | furniture | أثاث | mone |
| a man | ردل الم | men · | salt | ملح | sugar |
| an ox | ثور | oxen | advice | نصيحة | news |
| a loaf | رغيف خبز | loaves | cheese | جبن | milk |

ex. - I like apples. (countable عثر)

- I like milk, (uncountable للا تُعد)



(a) some - page

Affirmative statements:

﴾ تستخدم (some) في الحالات الأتية :

في الجمل الخبرية المثبتة :

1. Countable nouns: وع الأسواء التي تعد :

> some pens some apples some eggs

ex. - I have some books.

2. Uncountable nouns: ح. مع الأسماء التي لا تعد لتشير إلى كمية غير محددة :

some water some salad some sugar

ex. - She has some money.

- ، تستخدم أيضًا (some) في السؤال في حالة العرض والطلب :
- ex. Would you like some tea?
 - Can I have some water, please?

(b) any

نَستخدم (any) في الحالات الأثية :

Negative statements:

- في الجمل الخبرية المنفية :
- (مع الأسماء التي تعد والأسماء التي لا تعد) :
- ex. There aren't any potatoes in the fridge.
 - -There isn't any sugar.

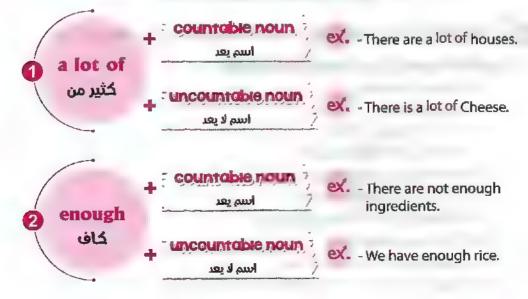
Interrogative:

- في صيغة الاستفهام :
- el. Do you have any tomatoes ? (countable noun اسم يعد
 - Is there any salt ? (uncountable noun عبيا) اسم لا يعد

a lot of, enough, too much, too many

We can use these words with countable and uncountable nouns.

يمكن استخدام هذه الكلمات مع الأسماء التي تُعد والأسماء التي لا تُعد.



عبد أكثر من اللازم too much كمية أكثر من اللازم

countable noun

اسم جمع بعد

ex. - There are too many raisins.

uncountable noun

اسم لا يعد

ex. -There is too much sugar.

Giving advice using "should & shouldn't"

▶ إعطاء النصيحة باستخدام (should & shouldn't) بمعنى ينبغى أن / لا ينبغى أن تستخدم الصيغ التالية لإعطاء النصيحة.

should shouldn't subject + should + inf:.... المصدر

ينبغي أن «تستخدم للنصح بفعل شيء جيد أو مفيد»

ex. You should drink a lot of water.

Subject + shouldnot + info

لا ينبغى أن «تستخدم للنصح بعدم فعل شىء غير جيد أو غير مفيد» كا ينبغى أن «تستخدم للنصح بعدم فعل شىء غير جيد أو غير مفيد»

General Exercise on Structures Units (4, 5, 6)

Read and correct the underlined words:

| 1. To come please, Ali. | () |
|--|-----|
| 2. Is he sits down? | () |
| 3. I'd like to taking a selfie. | (|
| 4. Yesterday, there isn't any rain. | (|
| 5. Where did you go <u>in</u> holiday ? | () |
| 6. What didn't you did yesterday? | () |
| 7. She doesn't stay at home yesterday. | () |
| 8. Are there some pencils? | () |
| 9. You should eat unhealthy food. | () |
| 10. We stay for two weeks in Alexandria last summer. | () |

| | Gen | eral | Rev | ision |
|--|-----|------|-----|-------|
|--|-----|------|-----|-------|

| 11. What would you like drink ? | (|
|--|-----------------------------------|
| 12. Didn't make noise. | (|
| 13. Crisps have too many salt and fat. | (|
| 14. There aren't some ingredients. | .(|
| 15. There are too much cars in the street. | (|
| 16. Look! The boy are running. | (|
| 17. There are a lot students in the class. | (|
| | |
| Important Language Function | مم الوضائف الغوية |
| | |
| Ask and answer questions about your class محتویات حجرة الدراشة | |
| | |
| There are some laptops and a whiteboard. | |
| لمحمولة وسبورة بيضاء. | - يوجد بعض أجهزة الكوبيوتر ا |
| There aren't any tablets. | - لا يوجد أى أجهزة لوحية. |
| | |
| 2. Giving instructions | أ إعطاء التعليمات |
| im) صيغة الأمر المثبت أو المنفى لإعطاء التعليمات. | perative) يمكن استخدام (perative) |
| - Keep your password secret. | |
| - Don't make friends with people you don't know onli | ine. |
| - Study your lessons. | |
| - Don't make noise. | |
| طوات عمل کوب من الشای : | (۲) کیفیة إعطاء تعلیمات بخد |

• Put some water in a kettle.

· Add some sugar and tea.

- Boil the water well.

- Stir the cup well.

- ضع بعضًا من الماء في الغلاية.

- أضف بعضًا من السكر والشاي.

- اغلى الماء جيدًا،

- مُلب الكوب جيدًا،

3. Ask and answer questions about places:

السؤال والبجابة عن الأماكن :

Questions (

Answers C

- Where would you like to go? Why? أين تود أن تذهب ؟ ولماذا ؟
- I'd like to go to the beach to enjoy swimming. أرغب في الذهاب للشاطئ لأستمتع بالسباحة
- · What can you see there? ما الذي يمكن أن تراه هناك ؟
- وياه نقية pure water الكمف the cave - I can see «

4 Talking about a holiday :

التحدث عن اللَّجازة :

- I spent my holiday in + (مكان معين).

لقد قضیت أجازتي في (مكان معین)

- l enjoyed (ئشاط من الأنشطة).

لقد استمتعت بـ (نشاط معین)

- My favourite place is on holidays.

5 Responding to news:

الدستجابة للأخبار :

- I went to the beach last weekend.
- Really!

lôs

It was very windy.

Oh dear!

يا للهول ا

- I couldn't swim although I like swimming. ▶ What a pity!

يا للحسرة

· I saw six big dolphins.

- How interesting I

يا له من شئ رائع ا

6 Asking and answering about foods:

السؤال واللجاية عن الأطعمة :

Questions (2)

- · Is there any cheese?
- Are there any + (واسم جمع) ?

Is there any + (عيف مفرد) ?

Are there any olives?

Answers @

- Yes, there is.
- Yes, there is.
- No, there aren't.
- No, there aren't.

What food (do / don't) you like?

ما الطعام الذي (تحبه / لا تحبه) ؟ :

Questions (2)

- · What food do you like ?
- · What food don't you like?

Answers 4

- I like nuts.
- I don't like olives.

Ordering food in a café :

.جرسون Waiter

What would you like to have? ماذا تحب أن تتباول ؟

- We've got - Here you are.

لدينا تفضل

Anything else?

هل تريد شيئًا آخر ؟

That's + رقم + pounds.

إنها تبلغ جنيهات

طلب طعام في كافيتريا : Customer نهان

(اسم آکل / مشروب) + l'd like to have-أرغب في تناول

Have you got any? هل پوجد لديڪم أي ؟

- Yes, I'd like some meat.
- No, thanks.
- How much does it cost?

ي كم الثمن ؟

8 Giving advice

اعطاء النصيحة :

إ الفاعل You إ

should

shouldn't

المصرر inf.

ex: You should eat a lot of fruits and vegetables.

You shouldn't eat too many crisps and cakes.

Exercise on Language Functions

Units (4, 5, 6)

1 Complete the following dialogue:

Soha: Hi, Toka. I want to have a picnic.

Toka: Hi, Soha. You can (1) Al Azhar Park.

Soha: That's wonderful! (2) . . can I go there?

Toka: By taxi. It is (3) from here.

Soha: What can I do there?

Toka: You can (4) and eat delicious food.

Soha: Did you go there before?

Toka: Yes, I went there many times.

Soha: (5) did you last go there?

Toka: That was last month.

2

Judy: Hi Leila. Where are you?

Lella: Hi Judy. I'm in the park with my (1)

Judy: What are you doing there?

Leila: I'm (2) under a tree. It's very sunny.

Judy: Are your brothers sitting, too?

Leila: No, they aren't. They're playing football.

Judy: Is your dad playing football (3) them?

Leila: No, he isn't. He's not here. He's working today. But my uncle

Hassan is (4) football.

Judy: (5)is your mother doing?

Leila: she is. She's bringing me a bottle of water.

Sample Test OII

Units (4, 5, 6)



A. Listening

| • Listen | and choose th | e correct answ | er from a, b, c | or d: |
|----------|--------------------|--|--------------------|--------------------|
| 1. You | brother looks at | websites for | | |
| a. co | omputers | b. 3D printers | c. laptops | d. MP3 players |
| 2. You | mum and Nada | are | | |
| a. ta | king selfies | 8 P | b. studying Eng | ylish |
| c. pa | aying football | | d. doing the sh | opping |
| 3. You | r mum and Nada | are sending the | photos to | **** |
| a. y | our father | | b, your uncle | |
| c. yo | our grandmothe | 1 | d, your grandfa | ther |
| 4. Osai | ma is | | | |
| a. y | our father | | b. your uncle | |
| c. y | our brother | | d. your grandfa | ther |
| | В. | Language F | unctions | |
| . Comp | lete the follow | ing dialogue : | | |
| Sama | ır : How do you g | et to school? | | |
| Aya | : My dad (1) | ingidiguu | is there in his ca | r. |
| | r:(2) | | | |
| Aya | : Because the re | oads are (3) | 999110000 | |
| Sama | ır : What do you | do at break ? | | |
| Aya | ; I usually (4) | | with my friends | in the playground. |
| Sama | ır : Do you have I | P.E. lessons ? | | |
| Aya | : Of course. | | | |
| Sama | ır: How (5) | to the distribution of the control o | you play a sport | ? |
| Aum | · Twice a week | | | |

C. Reading Comprehension

3. Read the following, then answer the questions:

Everyone loves snacks, but some snacks are bad for us. It is Ok to eat crisps and cakes sometimes, but you should not eat too many of them. Crisps have a lot of fat and salt. Cakes, biscuits and chocolate have a lot of fat and sugar. Fruit is a great snack! It is very good for us and most people like the sweet taste. Beans and vegetables do not have much sugar or fat. They are very good for us, so we should eat a lot of them. Snacks like hummus with carrot and pepper are delicious.

| Tat. They are ver | y good for us, so w | e snould eat a lot | of them. Snacks like |
|-------------------|---------------------------|-----------------------------|---|
| hummus with c | arrot and pepper a | re delicious . | |
| a. Answer the f | ollowing questio | ns: | |
| 1. What does t | he underlined pro | noun " <u>It</u> " refer to | ? |
| | we eat a lot of be | ans and vegetabl | es? |
| | angerous snack. D | _ | |
| | orrect answer fro | | * = 4=4 {}******* *************************** |
| 4. A lot of cake | es and biscuits are | for o | ur bodies. |
| a.good | b, bad | c. useful | d, harmless |
| 5. Crisps have | a lot of fat and | теоринаменторовов и | |
| a, sait | b, sugar | c. carrot | d. pepper |
| 6. The underlin | ned word " <u>delicio</u> | us" means | 4111111 1 |
| a. bad | b, tasty | c.far , a | d.funny |
| | D. Vocabulary | & Structure | S |
| Choose the co | rect answer from | na,b,c ord: | |
| | there a hospital n | | |
| a, aren't | b. isn't | c haven't | d. have |
| 2. There | more women the | an men in the off | ice. |
| a is | h isn't | c are | d am |

c, any

d, no

a, many

3. We don't have money.

b, some

| 4 oil is v | very healthy for a | all people. | |
|---|--------------------------|------------------------------|---|
| | b, Olive | | d. Cheese |
| 5 and c | heese are my fav | ourite food. | |
| a. Equipment | | c. Salad | d. Sand |
| 6. What's the | | ? – It's hot. | |
| | b, weather | | d. rock |
| 7. Children enjoy | | | |
| a, tents | b, caves | c. mountains | d. sandcastles |
| 8. When the batte | ery of the mobile | is low, I can use the | A - 1 5 1 5761 F |
| a. fridge | b. charger | c,TV | d. cook |
| 9. You can use the | e to cli | ck on different icons | on the computer. |
| a. mouse | b. printer | c. charger | d. tablet |
| 10. My school is . | from my | house. It's not near. | |
| a, cold | b, hot | c. dangerous | d. far |
| 5. Read and corre | ct the underlin | ed words: | |
| 1. My sister <u>has</u> a | baby girl yesterd | day. | () |
| 2. Can I have any | water, please? | | () |
| 3. Did you saw M | | ek? | () |
| 4. I drink tea at th | | | () |
| | | Vriting | |
| 6 | L . CFICUTY (6 | (A) words on : | |
| 6. Write a paragra | | about a book" | |
| *************************************** | Vieview | ADOUG B DOOK | |
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PART 2

General Exercises

Collected from SB & WB

تدريبات عامة مجمعة من كتاب الطالب والتدريبات

A. Listening

السؤال الأول في ورقة الامتحان

| 1 | Listen and choose the correct answer from a, b, c or d: |
|---|---|
| | استمع إلى معلمك وأختر الإجابة الصحيحة (نصوص الاستماع في نهاية الكتاب) |

A. 1. Heidi is the story of an girl.
a. orphan b. baby c. student d. happy

a. grandmother b. grandfather c. mother d. father

3. Heidi sleeps in a bed in the of the house.

a, bathroom b, bedroom c, living room d, attic

4. Heidi goat's milk.

a, plays b, drinks c, eats d, writes

B. 1. Fatma has got long, hair.

a. curly b. straight c. moustache d. blond

2. Hala is her mobile phone.

a. taking b. smiling c. sending d. using

3. Leila is not using a

a. TV b. car c. mobile phone d. tablet

4. Mona is taking a

a, selfie b, book c, pen d, camera

B. Language Functions

السؤال الثاني أفي ورقة الامتحان

2. Complete the following dialogue:

A. Omar : What's your English teacher's name?

Hamid: He's Mr Sherif.

Omar: What does he (1) like? Hamid: He has got short, straight (2) Omar : Has he (3)glasses? Hamid: No, he hasn't. Omar : What kind of person is he? Omar : How (5) is he ? Hamid: He's 40 years old. (SB P.37) **B. Dalida:** This is a photo of my cousin. Reem : What's his (1) Dalida : It's Fares Reem : How (2) is he? Dalida: He is 14. Reem: Where does he live? Dalida: He (3)..... in Giza. Reem: What is his favourite food. Dalida: He (4) eating fish with rice. Reem: He looks (5) your father. (WB P.76) **C. Tahany:** What are you doing now? Rasha: I'm (1) a book, Tahany: What is the (2) of this book? Rasha : It's "Alice's Adventures in Wonderland". Tahany: What's the name of (3) Rasha: He's Lewis Carroll. Rasha : Alice. Tahany: What is she (5)? Rasha: She's clever and brave. (SB P.28,

A. Reading Comprehension

| 20 | in with states it is | na akk | TO E | 9 V | |
|----|----------------------|--------|-------|--------|--------|
| | الامتحان | ورقة | َ قَي | الثالث | السؤال |

1. Read the following, then answer the questions:

A. Hello! My name's Ali. I'm 13. This is a picture of my family.

My mum's name is Amira. She's a teacher. Next to her is my dad. His name is Adel. He's a teacher, too. Both my parents are teachers at my school. They have one dughter - she's my sister, Lamia, and she's 9 years old. And they have two sons - me, and my brother, Khaled. He's 11.

Our grandmother is 64 and she's called Huda. She's my mum's mother. My mum's father is our grandfather - he's called Omar. He's 65.

| ing interns realiser is o | on granatation | | |
|---------------------------|--------------------|------------|--|
| a. Answer the follow | ving questions : | | (SB P.3) |
| 1. How old is Ali's | | | , w/s //s 5 55/ 57/4 19/4/4 19/4 |
| 2. What's the job o | of Ali's dad ? | | |
| 3. Do you think Al | i's happy with hi | | |
| b. Choose the corre | ct answer from | a,b,cord: | |
| 4. Omar is Ali's | , , , ,,,,,,,,,,,, | | |
| a. uncle | b. grandfather | c. father | d. brother |
| 5. The underlined | pronoun "her" r | efers to , | 10-10-10-14-1 F |
| a. Ali | b. Amira | c. Huda | d. Samar |
| 6. Lamia is in a | school | • | |
| a. preparatory | b. secondary | c. nersury | d. primary |
| | | | |

B. Everyone loves snacks, but some snacks are bad for us. It is Ok to eat crisps and cakes sometimes, but you should not eat too many of them. Crisps have a lot of fat and salt. Cakes, biscuits and chocolate have a lot of fat and sugar. Fruit is a great snack! It is very good for us and most people like the sweet taste. Beans and vegetables do not have much sugar or fat. They are very good for us, so we should eat a lot of them. Snacks like hummus with carrot and pepper are delicious. We should be careful, even with healthy foods. Fruit juice has got a lot of sugar so we should not drink too much of it. Olives, meat and fish sometimes have a lot of salt.

(SB P.58)

| | a. Answer the fol | lowing question | ns: | |
|-------------|---|--|--|---------------------------------------|
| | 1. Why are not | cakes, biscuits ar | nd chocolate good | l snacks ? |
| | * ** ********************************** | | | * *** * * * * * * * * * * * * * * * * |
| | 2. Why should | we eat a lot of be | eans and vegetable | es? |
| | 17 1 11 1 1 1 | | | |
| | 3. Are crisps da | ngerous? Why/ | Why not? | |
| | Adv E de despresent | g 4 ole since exercentificacións estariones | 92444 041797914144 044 404 4 | 115 or 1 7 7 7 1 |
| | b. Choose the co | rrect answer fro | ma,b,cord: | |
| | 4. A lot of fats a | re fo | or our bodies. | |
| | a. good | b. bad | c. useful | d. harmless |
| | _ | | refers to | |
| | a. sugar | | c. crisps | d, beans |
| | _ | | | |
| | | ummus with veg | | 1 +1+ 4 |
| | a. healthy | b. bad | c. unhealthy | d. fatty |
| | | | ، ورقة الإمتحان | السؤال الرابع في |
| | | | Constitution of restations on the time the line of | C. J C J |
| Ch | oose the correc | | | |
| | | 1. Vocab | ulary | |
| Uml | | | Student's B | Book & Workbook. |
| 1. Y | our sister is your p | oarent's | · • | (WB page 72) |
| | a. niece | _ | ç. cousin | d. mother |
| 2. <i>P</i> | group of people | who play music | together is called | a |
| | | | | (WB page 73) |
| _ | a, bin - | | c. band | |
| | | | | nged 12. (SB page 4) |
| | are anima | | c, couple | · · |
| | a. Monkeys | | | (SB page 8) d. Buffaloes |
| - | | No was and | THE COURT | W. Dallaloca |

(SB page 10)

d. Gymnastics

5. is an interesting subject.

b. Athletics

c. Mathematics

a. Football

b, killing

4. Computers and mobiles are examples of

a. using

a. food

c. charging

b. technology c. subjects

d. breaking

d. hobbies

(WB page 100)

| 5. It's important to | safe on | line. | (WB page 100) |
|---|---------------------|------------------|------------------------|
| - | b. save | | d. stay |
| Unit 5 | | | |
| UIIHU 5 | | Student | 's Book & Workbook. |
| 1. A is a b | oig, strong buildin | g from the past. | (WB page 104) |
| a. cattle | b. castle | | d. capital |
| 2. A dolphin is a fri | iendly ar | nimal. | (WB page 104) |
| a. wild | b. land | " c. sea | d. plant |
| 3. A is so | mething you buy | to remember a h | noliday. (WB page 104) |
| a. holiday | b. view | c. souvenir | d. lorry |
| 4. To is to | sleep for a time in | a tent. | (WB page 104) |
| a. stop | b. step | c. camp | d. drop |
| 5. What you can se | e from a place is o | alled a | . (WB page 104) |
| a. preview | b. review | c. view | d. viewing |
| Unit 6 | | | |
| JIMC 0 | | Student | 's Book & Workbook. |
| 1. You can boil wat | ter in a | | (WB page 110) |
| a. saucepan | b. teaspoon | c. bowl | d. cup |
| 2 is not a | a cooking verb. 🗀 | is a mark | (WB page 110) |
| a. Pudding | b. Boil | c. Stir | d. Add |
| 3. The wh | nich I always reme | mber is fish and | rice. (WB page 114) |
| a. male | | c. meal | d. mile |
| 4. You shouldn't ea | | | |
| a. healthy | | ⊂ unkind | d. unhealthy |
| 5. Fawzi thinks tha | | | · · |
| a. recipe | b. recycling | c. road | d. equipment |
| | | | |
| Choose the corre | | | |
| | 2. Struc | tures | |
| Unit | | Standard | (a Daak B Wassishaala |
| 1 Thousand bearing | . Th / | | 's Book & Workbook. |
| They're her bags his | • | | (SB page 3) |
| | b. hers | C. ours | d. yours |
| 2. Our parents are | produ or | . Decause we wo | (WB page 72) |
| a. ours | b. us | c. we | d. yours |
| ar outs | W. (13 | CI AAC. | a. yours |

| 3. Throw the ba | II to , please. | am waiting. | (WB page 72) |
|--------------------|---------------------------|------------------|---------------------|
| a. my | · b. me | c. mine | d. I |
| 4. Grandfather a | arrives at 5 o'clock. Let | s's go to meet . | (WB page 72) |
| a. he's 🔗 | b. him [.] | c. he | d. his |
| | ootball players | | |
| a. They | b. Their | c. Them | d. Theirs |
| 6. Heidi | with her grandfathe | er. | (\$B page 8) |
| a. live | b. lives | . c. living | d. is lived |
| 7. Hany | . basketball, He plays | it every day. | (WB page 73) |
| a. loving | b. loved | | d. is loving |
| 8. What | you listen to on the | radio? - To mus | SiC. (WB page 73) |
| a. are | b. does | c. do | d. were |
| 9. They live in Po | ort Said, We | them in the sur | nmer. (WB page 74) |
| a. visit | b. visits | c. visiting | d. are visited |
| 10. Heidi's aunt | want Heidi to | stay in the mo | untains. |
| a. don't | b. doesn't | c. isn't | ∜ d. wasn't |
| Unit 2 | | | |
| ouit 2 | | Student* | 's Book & Workbook. |
| 1. We | go to school on Friday | /s | (WB page 85) |
| a. never | | c. always | d. often |
| | very hot in summer. | | (WB page 85) |
| | b. sometimes | | d. usually |
| 3. What are you | very good? | b b * | (WB page 83) |
| a. on | b. at | c. for | d. from |
| | her homework after | | (SB page 20) |
| | b. never is | | |
| 5. After dinner, | usually a sh | ower and read | a book in bed. |
| | | | (SB page 20) |
| a. had | | ç. has | d. having |
| 6. She | breakfast with her far | nîly. | (SB page 14) |
| a. usually has | _ | c. has often | d. often have |
| 7. This is the | management room. | | (SB page 16) |
| a. teacher | b. teachers | c. teacher's | d. teachers' |
| 8. It is | | | (SB page 16) |
| a. Huda notek | pook | b. notebook l | Huda |
| | | | 100 Carte |

| 9 penci | is this ? - It's Noha' | S. | (SB page 17) |
|-----------------------|------------------------|-----------------|------------------------|
| a. What | b. Who | c. Whose | d. Whom |
| 10. We sa | y unkind things to | other students. | |
| a. ever | b. never | 'c. doesn't | d. aren't |
| Grunto 3 | | Student's | Book & Workbook. |
| 1 My host friend | got short | | (WB page 86) |
| a. has | b. have | | d. are |
| | and, so he | | (WB page 87) |
| a. can't | | C. is | d. be |
| | , art at sch | | (WB page 88) |
| a. do | | | |
| | r travellin | | d. doing |
| a. likes | b. like | | (WB page 88) |
| | up that box. My arr | | d. liking |
| · | | | (SB page 25) |
| a. must | b. can | c. can't | d. mustn't |
| 6. He is very good | | e dua | (SB page 26) |
| _ | b. draws | | |
| | | | ir. (SB page 30) |
| | b. because | | d. so |
| | dark hair, | | (WB page 91) |
| a. of | | c. with | |
| • | _ | | nnis. (WB page 91) |
| a. and | | | d. so |
| 10. I don't like pain | _ | _ | · 4 - 1 - 1 |
| a. love | b. loves | c. loving | d. be loved |
| Unit | | Student's | Book & Workbook. |
| 1. There is a mous | e the lant | | r's desk. (WB page 95) |
| a. near | b. next | c. in front | d. across |
| | a mouse ? Yes, then | | (WB page 95) |
| a. Has | b. Is | c. Does | d. Was |
| | g brown shoes ? Yes | | (WB page 97) |
| a. was | b. are | c. am | d, is |
| 4. To make tea, | some water | | |
| a. put | b. puts | c. putting | d. is put |
| a pat | Par pars | - pacing | an is put |

| 5 talk to pe | ople you don't k | know online. | (WB page 100) |
|--------------------------------------|----------------------|--------------------|---------------------------|
| a. Doesn't | b. Didn't | c. Don't | d. lsn't |
| 6. To make a video ca | ıll, your | r tablet on. | (SB page 41) |
| a, turns | | | d. turn |
| 7. Is he foot | :ball ? - No, he isr | n't. | (SB page 43) |
| a. plays | | c. playing | d. played |
| 8. My friend, Omar, | his hom | ework now. | (SB page 34) |
| a. printed | b. is printing | c. printing | d. prints |
| There are some lap | otops but there a | ren't . tab | lets. (SB page 35) |
| a. some | | | d. much |
| 10. I'm playing chess o | online. I | . at the moment! | (SB page 36) |
| a, win | b. won | c. am winning | d. wins |
| Unit 5 | | | |
| UIII U | | Student's B | ook & Workbook. |
| 1. Last week, I | from Cairo to | Aswan. | (WB page 107, |
| a. travel | b. travelled | c. travels | d. tavelling |
| 2. When I was eight, | we to S | Siwa. | (SB page 46) |
| a. went | b. go | c. going | d. were going |
| Near our house, th | ere a b | usy market. | (SB page 52, |
| a. were | b. was | c. are | d. be |
| 4. Where yo | | | (WB page 102) |
| | b. do | | d. done |
| 5. The train | Cairo at 8 o'cloc | k and soon we pas | sed Giza. |
| | | | (WB page 107) |
| a, leaves | | c. left | d, was left |
| 6. Did you | a mountain ? | ٠,, | . (WB page) |
| a. climb | b. climbed | c. to climb | d. climbing |
| 7. What time | | | (WR page 108) |
| a, do | | | d were |
| 8.1 . English | and had a really | great nonday at th | |
| a. learnt | b. learn | ς. learning | (SB page 50) d. learns |
| 9. My father bought | | | |
| the train. | our cichers ar mai | The station, then | (WB page 107) |
| a. were getting | b. getting | c. get | d. got |
| 10. Which lesson did y | | ore English? | (WB page 108) |
| a, had | b. have | c. having | d. were having |
| | | - | |

| | Unit 6 | | Student's Bo | ok & Workbook. |
|----|--------------------------|--------------------------|------------------------|----------------------|
| | 1. Let's go to the s | hons. There is | time before ou | |
| | ii zera ga ta dite a | | , time before ou | (WB page 115) |
| | a, too much | b. too many | c, enough | |
| | 2. There | figs in the cupboar | rd. | (WB page 115) |
| | a. is any | b. are any | c. aren't any | |
| | 3. We ea | t too many crisps. T | hey have too much | salt and fat. |
| | | | • | (WB page 111) |
| | a. should | b. must | c, shouldn't | d. doesn't |
| | 4. Karim often | a snack befor | e he goes to bed. | (WB page 111) |
| | a. have | b. has | c. had | d, are |
| | | any hummus ? - No | | (SB page 55) |
| | a. Does | b. Is of rice pudding | c. Are | d. Do |
| | 6. There are | of rice pudding | recipes online. | (SB page 57) |
| | | b, a lot | | d, a lot of |
| | | very hot. You shou | | (WB page III) |
| | a, touched | b. touches | c. touch ole. | d. touching |
| | 8. There's | cheese on the tak | ole. | (SB page 63) |
| | a. any | b. some | c. a lot | d. many |
| | 9. Have we got | rice to make | e koshari ? | (SB page 63) |
| | a. a lot | b. many | c. too much | d. enough |
| | 10. We ea | t lots of fish. It doe: | sn't have a lot of fat | in it. (WB page III) |
| | a. should | b. shouldn't | c. haven't | d. aren't |
| | | | في ورقة الامتحان | السؤال الخامس |
| Re | ead and correct the | e underlined wor | ds: | |
| 1 | - Unit | | | |
| Ľ | Dille | | | |
| | | hess? - Yes, I do. | | page 6) () |
| | | o music. I play foot | | page 6) () |
| | 3. What is her hob | hios ? | | |
| | .a. vvciar is incl (100) | LAIGTO : | FWR A | 000 (8) |

(WB page 78) (

4. Seleem $\underline{\text{don't}}$ play tennis after school.

| -Unit-2 | | |
|---|------------------------------------|---|
| 1. This is Alis phone. It's new! | (WB page 81) (|) |
| 2. I arrived on Uganda last week. | (WB page 82) (|) |
| 3. Dina go swimming on Thurşdays and Saturdays, | (WB page 80) (|) |
| 4. Those are my brothers jackets. They go to the sam | | |
| | (WB page 81) (|) |
| Cunit 3 | | |
| 1. Magda don't like swimming, | (WB page 92) (· · · · · · · · · · |) |
| 2. What is your sister look like ? | (WB page 92) (· · · · · · · |) |
| 3. Mustafa loves playing football, but he doesn't lik | | |
| | (WB page 92) (| |
| 4. All my brothers and sisters have get dark, curly hai | r. (WB page 86) (· · · · · · · |) |
| Unit 4 | | |
| 1. ls there any printers ? | (WB page 95) (|) |
| 2. Grandma is <u>read</u> a book. | (WB page 96) (|) |
| 3. Mum and my sister make a cake now. | (WB page 96) (· · · · · · · · |) |
| 4. Are your teacher sitting down? | (WB page 97) (|) |
| Unit 5 | | |
| 1. Did you climbed a mountain ? | (WB page 102) (|) |

| 2. We played games and Ali rides his bike. | (SB page 46, () |
|--|--|
| 3. What did you ate for dinner last night? | (SB page 49) () |
| 4. They don't travel by car. They walked. | (SB page 53 ₁ () |
| Unit 6 | |
| 1. This cake is very sweet. There's too many sugar i | n it. |
| | (SB page 63) () |
| 2. Are there some tomatoes in the fridge? | (SB page 63) () |
| 3. Hany should eat snacks in the classroom. | |
| 4. There are too much people in the market today. | |
| R 4 400 00 10 10 10 10 10 10 10 10 10 10 10 1 | () () () () () () () () () () |
| ة الامتحان | السؤال السادس عَي ورق |
| ä | اکتب موضوع انشائی من ۸۰ کل |
| Write a paragraph of EIGHTY (80) words on : | |
| (1) "Voluntary work" | |
| | * **** ** *** ** ** ** ** ** ** |
| | 4 10 |
| PARTY (1) (1) (1) A COMPANIE OF THE PROPERTY OF THE PARTY | ****** ******** *** 490 *** \$7**** 761416 * \$ 1391 |
| (2) "Your favourite sport" | |
| ***)* *** ; () (), () (), () (), () (), () (), (), | ***************** |
| | |
| **** ITTEMATERIALISMENT TO THE ANALYS AND ANALYS ANALYS AND ANALYS ANALYS AND ANALYS ANA | ************************************* |
| (3) "Healthy snacks" | |
| (3) Heating Shacks | |
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important Paragraph

based on Units

موضوعات إنشائية هامة على الوحدات



Model Paragraph 1

"Voluntary work"

I like voluntary work. We do voluntary work on Saturday afternoon. My sister and I help in the children's hospital. We play games with the children. We read them stories, too. You can do voluntary work in many places. For example, you can help orphan children. They really need help. You can help them in their schools. You can teach them. Helping poor people is also important. You can give them money. They are in need, so helping them is important.

Model Paragraph 2

"My family"

My name's Ali. I go to Shoubra preparatory school for boys I'm in prep one. My mum's name is Amira. She is a teacher in my school. She's a teacher of English. She helps me to study my lessons at home. My dad's name is Ramzy. He is a doctor at a nearby hospital. He helps sick people get well. I have two sisters; Sama and Samira. They are twins. They are older than me. They go to a primary school. We play with each other at the weekends.

Model Paragraph 3

"My favourite hobby"

My favourite hobby is playing football. I play football with my friends at school. I play football five times a week in the club. My favourite football team is Real Madrid. I watch football matches on TV. I enjoy watching them. Playing a sport makes you fit. It's important for everyone to practise sports in his free time. Also, I play football with my friends at school. Last week our team could win a final match at school.

Model Paragraph (4)

"A famous sportswoman"

Habiba Marzouk is a top gymnast in Africa. She lives in Cairo with her family. Habiba has a very busy life. She goes to school and studies hard. In the evenings, she trains for 5 or 6 hours. She wants to go to the Olympics. Habiba's family always helps her. She eats healthy food. All the Egyptians like Habiba and want her to achieve her goal. One day last week, I met her and had a selfie with her.

Unity (2)

Model Paragraph (5

"Your favourite subject"

My favourite subject is English. I have English every day at school. My English teacher is very kind. He helps me a lot. I have an English test weekly. I always get the top mark. I like watching English films on TV. I also borrow books in English from the library. That helps me improve my language. I hope one day to travel to England and live with those English people. That's my dream.

Model Paragraph 🄞

"School rules"

School rules are important. We always wear our school uniform. We always help each other. We listen carefully to the teacher, too. We always do our homework. We never forget our pencil cases or notebooks. We arrive at school before lessons start. In the classroom, students don't talk to each other. When I want to ask our teacher, I put my hand up. It's important to come to school on time. Following the school rules is useful.

Model Paragraph (7)

"A day in my life"

I get up at 6 o'clock in the morning every day. I wash and have breakfast. I go to school by bus. I have six lessons a day. I come back home at 2:30 p.m. in the afternoon. I have lunch with my family. My mother always makes us good food. I do my homework in the evening. I watch TV with my family on weekends. I go to bed early. That helps me to get up early.

Model Paragraph 8

"Rules I follow at home"

I always help my family at home. I get up at seven. Then, I make my bed. I go to school in time. I never get up late. After school, I have my lunch and do my homework. At night, I prepare my bag and go to bed. I don't watch TV the night before school days. At the weekend, I help my mother clean up the house. I also go shopping if my family want something.

Unit 3

Model Paragraph 🦻

"Your favourite sports star"

Mohamed Salah is my favourite sports star. He is 1.75 meters tall. He is quite short for a footballer. He has got dark, curly hair and a beard. He usually has a big smile. He is a fast runner and he scores a lot of goals. He is very kind, he gives money to build schools and hospitals. He plays for a team in England. Its name is Liverpool. Many Egyptians watch his matches. They feel very happy when Salah scores goals.

Model Raragraph 10

"A famous children's story"

My favourite story book is Alice's Adventures in Wonderland. Alice has a lot of adventures in Wonderland. She met a lot of interesting characters in Wonderland. She met the White Rabbit which was always late. She also met the Cheshire Cat which had a big smile. At last, she met the Queen of Hearts. The Queen was always angry and shouted at people. Children like reading stories like this. I sometimes go to the school library to borrow stories like Alice. That's my favourite hobby.

Model Paragraph 🕦

"A review on your favourite book"

I love reading so much. Last week, I read a book about life in mountains. The book is good but it has some information I don't believe so, I asked my teacher. He told me it is a children's story I I understood the point and told the story to all my friends. They were very surprised when I told them. I think reading is very useful for all people. I advise everyone to read a lot.

Model Paragraph 12

"Your favourite story book"

Reading is my favourite hobby. I like reading stories. Alice's adventures in Wonderland is my favourite story. Alice meets a lot of characters in Wonderland. When I finished reading, I understood that the adventure was with the characters Alice met. I admire adventure stories. So, I always ask my father to buy me this kind of stories. My friends borrow my stories. They also like reading adventure stories. That's really an exciting hobby.

Model Paragraph 13

"Your favourite sport"

My favourite sport is football. I play football with my friends at school. I play football five times a week in the club. My favourite football team is Real Madrid. I watch football matches on TV. I enjoy watching them. Playing with a team teaches me to help my friends any time. I learn that scoring a goal is not easy. I must pass the ball to my friends and my friends must pass the ball to me to reach the goal. After winning, you can't say "I" but you say "we"!

Unit



Model Paragraph 🚧

"How to make a video call"

Video calls are a new kind of technology. Video calls are an interesting way to contact your friends. To make a video call, you can follow some instructions. First tap the video icon on your phone. Tap the name of the person. Then say hello to your friend. Video calls are a good way to communicate with others. Video calls became very famous. Many people all over the world use them. You can communicate with people all over the world in this way.

Model Paragraph 🕦

"Technology"

I love technology. My favourite hobby is playing video games. I usually play them on my laptop but sometimes I play them on my mobile phone. I'd like to spend all day playing video games, but I have to go to school. My favourite lesson is computer studies. At break, I look at websites for new video games. Modern technology changed our lives a lot. Nowadays most people use it in many ways. Young people use it all their time.

Model Paragraph 16

"How to stay safe online"

When you are online, you need to follow some rules to stay safe. First, keep your password secret. Don't make friends with people you don't know online. Don't tell people your personal information. Don't send photos to people you don't know. If you are worried about something, tell a parent or a teacher. Don't answer a phone call or a video call from someone you don't know. You must be very careful on using modern technology.

Unit



Model Paragraph 72

"A trip to Al Azhar Park"

In October, we visited my uncle, aunt and cousins in Cairo. We had a picnic in Al Azhar Park. We ate delicious food. Then we played games. My brother, Ali rode his bike. We enjoyed our time. Al-Azhar Park is a beautiful place to go to. You can do many activities. It's really wonderful. I hope to go there one day with my friends. It would be a very nice trip.

Model Paragraph 18

"A trip to London"

Last summer, I went on a trip to London with my school. My favourite place was Windsor Castle. We went there by train. We walked around the castle. My favourite activity was a ride on the London Eye. I was there for two weeks. This trip helped us to speak English all the time. It was really a nice and useful trip I hope to go there once more. We stayed there two weeks.

Model Paragraph 🕦

"A day in Siwa"

Yesterday I went to Siwa. I went there with my classmates. We went there by our school bus. Siwa is in the desert. It's famous for dates and olives. We also swam in the lake and climbed the mountain. We saw camels there. I rode a camel and enjoyed that. We ate our lunch in the tent. We also ate our lunch in the tent. It was really a nice day there. I hope to go there with my family.

Model Paragraph 20

"A day on the beach"

Last summer, the weather was very hot. We decided to go to the beach in Hurghada. Hurghada is a beautiful city in South Sinai. My sister Mariam made a sand castle. I swam in the sea and climbed the mountains. I also swam with my brother in the sea. My mother made us a delicious meal. My father told us some funny stories. We enjoyed our time a lot.

Unit



Model Paragraph 21

"Your favourite dish"

My favourite meal is Koshari. It is delicious meal with rice, pasta and tomatoes. It is very popular in Egypt. I love it very much. All my family love it. You can eat this meal in many restaurants. All the Egyptians like this meal. My mother makes it for our family at home once a week. I like it a lot, so I sometimes eat it for breakfast. It's really nice.

Model Paragraph 22

"Tagine"

Tagine is a traditional meal in Morocco. Most people there like to eat it. It is a stew with meat, vegetables, fruit and spices. It has an amazing taste. The name tagine comes from the cooking pot for this food. I went to Morocco last month. When I went to a restaurant to have lunch, I ate it. It is really delicious. I like to eat it once again.

Model Paragraph 23

"Kapenta"

Most foreign food is delicious. Kapenta is a type of fish. It comes from Zimbabwe. They catch fish and dry it in the sun. They often cook it with tomatoes and onions. Kapenta is very good for you. You can eat it every day. If I go to Zimbabwe, I'll eat it. I think you can find it at any restaurant there. It is really a healthy meal. I want to try it one day.